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ABSTRACT

The European Centre for Higher Education organized a symposium in October 1977 to prepare a study on access to higher education in Europe. The purpose of the symposium was to pool suggestions for the plan and content of the proposed study and to examine possible methods of approach for certain problems that have recently arisen in the area of access to higher education in different countries. This volume contains all the documents prepared for the meeting. Part I contains the report of discussions and the working document prepared for the meeting; this part is in English, French, and Russian. The written contributions of the participants are gathered in Part II. The countries represented are Sweden, Rumania, Yugoslavia, the United Kingdom, Spain, Hungary, the Netherlands, Turkey, and the Soviet Union, and the presentations are in English or French. Part III contains a bibliography of 200 publications on access to higher education since 1973.
(Author/MSE)

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STUDIES AND DOCUMENTS EDITED BY THE EUROPEAN CENTRE FOR HIGHER EDUCATION
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ИССЛЕДОВАНИЯ И ДОКУМЕНТЫ ИЗДАННЫЕ ЕВРОПЕЙСКИМ ЦЕНТРОМ ПО ВЫСШЕМУ ОБРАЗОВАНИЮ

CONSULTATION FOR THE PREPARATION OF A STUDY ON ACCESS TO HIGHER EDUCATION IN EUROPE

CONSULTATION POUR LA PREPARATION D'UNE ETUDE SUR L'ACCES A L'ENSEIGNEMENT SUPERIEUR EN EUROPE

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Organized by the European Centre for Higher Education (Bucharest, 18 - 20 October 1977)

Organisée par le Centre européen pour l'enseignement supérieur (Bucarest, 18 - 20 octobre 1977)

Организованная Европейским Центром по высшему образованию (Бухарест, 18-20 октября 1977 г.)

C E P E S
Bucarest 1978

FOREWORD

The European Centre for Higher Education (CEPES) organized a symposium from 18-20 October 1977 to prepare a study on access to higher education in Europe. The purpose of this symposium was to pool suggestions for the plan and content of the proposed study and to examine possible methods of approach for certain problems that have recently arisen in the area of access to higher education in different European countries.

Several countries have shown interest in the matters discussed during this symposium and it has therefore been decided to publish a monograph containing all the documents that were prepared for this meeting. This monograph is the third of this kind to be published by CEPES; the titles of the two previous publications were respectively: "New Forms of Higher Education in Europe" (Bucharest, 1976) and "The Contribution of Higher Education in Europe to the Development of Changing Societies" (Bucharest, 1977).

The same method of presentation has been used for this volume. Part I comprises the Report on Discussions and the Working Document prepared for the meeting. The Information Note and List of Participants are given in the Annex to Part I. All these documents are published in the Centre's three working languages: English, French and Russian.

The written contributions of those participating in the meeting are given in Part II. These contributions are published either in French or English. The document provided by Mr. Vorobyov, from the USSR, is published in its original Russian version together with the English translation.

Part III contains a bibliography covering various problems concerning access to higher education. This bibliography was prepared by the Centre and comprises some two hundred publications on this subject since 1973.

This present volume was edited by H. Zeiler.

CEPES expresses its gratitude to all who participated in this symposium for their active contribution towards its success.

Th. Keller
Director

P R E F A C E

Le Centre européen pour l'enseignement supérieur a organisé du 18 au 20 octobre 1977 une consultation pour la préparation d'une étude sur l'accès à l'enseignement supérieur en Europe. L'objectif de cette consultation était de réunir des suggestions concernant le plan et le contenu de l'étude envisagée, ainsi que d'examiner la manière dont pourraient être abordés certains problèmes qui se sont récemment fait jour en matière d'accès à l'enseignement supérieur dans les différents pays de la région européenne.

Etant donné l'intérêt porté à l'heure actuelle par la plupart des pays aux questions qui furent débattues lors de cette consultation, il a paru utile de diffuser sous forme de monographie, l'ensemble des documents qui furent élaborés dans le cadre de cette réunion. Comme on le sait, le CEPES a déjà publié par le passé deux monographies de ce type portant respectivement pour titre: "Formes nouvelles d'enseignement supérieur en Europe" (Bucarest, 1976) et "La contribution de l'enseignement supérieur en Europe au développement des sociétés en transformation" (Bucarest, 1977).

Le présent volume comporte, comme les précédents, trois parties distinctes. On trouvera en première partie le Compte-rendu des discussions et le Document de travail de la réunion. La Note d'information et la Liste des participants sont également présentées en annexe à cette première partie. Ces divers documents sont reproduits dans les trois langues de travail du Centre: anglais, français et russe.

En deuxième partie figurent les contributions écrites qui furent présentées par les participants lors de la Consultation. Les contributions sont publiées soit en français soit en anglais. Seul le document fourni par le participant soviétique, M. Vorobyov, est présenté à la fois en langue originale russe et en traduction anglaise.

On trouvera enfin, en troisième partie, une bibliographie portant sur divers aspects du problème d'accès à l'enseignement supérieur, préparée par le Centre, et regroupant quelque deux cents titres parus sur le sujet depuis 1973.

La mise en forme du présent volume a été assurée par H. Zeiler.

Le CEPES adresse une nouvelle fois ses remerciements à tous ceux qui ont participé à cette Consultation pour leur contribution active au succès de ses travaux.

Th. Keller
Directeur

П Р Е Д И С Л О В И Е

Консультативная встреча в связи с подготовкой исследования по вопросу доступа к высшему образованию в Европе, была организована Европейским Центром по высшему образованию (СЕПЕС) с 18 по 20 октября 1977 г. Цель этой встречи - выдвинуть предложения по плану и содержанию предлогаемого исследования, а также проанализировать способ приступления к рассмотрению вопросов возникшие за последнее время в связи с доступом к высшему образованию в различных странах Европейского региона.

Учитывая, что в настоящее время многочисленные страны оказывают особый интерес вопросам рассмотренным на этой встрече, было принято целесообразным опубликовать все материалы представленные на совещании, в виде монографии. Как известно, СЕПЕС опубликовал уже две монографии а именно: "Новые формы высшего образования в Европе" (Бухарест, 1976 г.) и "Роль европейского высшего образования в общественном развитии" (Бухарест, 1977 г.).

Настоящее издание состоит, как и предыдущие, из трех частей. В первой части помещены итоги дискуссий и рабочий документ подготовленный для встречи. Общая информация и список участников помещены в приложении к первой части. Документы публикуются на трех рабочих языках Центра : английском, русском и французском.

Во вторую часть включены материалы представленные участниками на этой встрече. Тексты публикуются на английском и французском языках. Исключением является статья советского участника И.В. Воробьева, которая публикуется на русском языке и английском переводе.

Наконец, в третьей части, приводится библиография по вопросам доступа к высшему образованию. Эта библиография была подготовлена Центром и содержит примерно двести публикаций по этому вопросу начиная с 1973 г.

Настоящий том подготовлен к публикации Х. Цайлер.

СЕПЕС выражает еще раз свою благодарность всем участникам за их активный вклад в успешную работу этой встречи.

Т. Келлер

Директор

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ED-77/CS.26/3

SUMMARY OF THE DISCUSSIONS

INTRODUCTION

1. Within the framework of the thematic activities of the European Centre for Higher Education (CEPES), a Consultation for the Preparation of a Study on Access to Higher Education in Europe was held at the Centre, in Bucharest, from 18 to 20 October 1977.

2. The objectives of the Consultation were, on the one hand, to review the most important problems of access to higher education that have recently come to light in various European countries, and, on the other hand, to put forward suggestions for the plan and content of the envisaged Study. The aim of this Study, for which CEPES will be directly responsible, is to analyse the situation and current problems of access to higher education in Europe.

3. Eleven chief participants, attending in their personal capacity, at the invitation of the Director-General of Unesco, and one observer, were present at the meeting. The Director-General of Unesco was represented by Mr. Levon S. Atanassian, Chief of the Section of Higher Education.

4. At the opening session the Representative of the Director-General of Unesco welcomed the participants, the observer and the guests. Referring to the decision of the Director-General concerning the Study on the situation and present problems of access to higher education in Europe, he stressed the importance of this Study and the necessity to up-date the documentation prepared for the Second Conference of Ministers of Education of the European Member States, in the light of new data, with a view to publication of the Study at the beginning of 1979. In his speech, Mr. Vasile Cătuneanu, the Representative of the Ministry of Education and Learning of Romania congratulated Unesco for the initiative, in organizing the Consultation and reiterated his Government's support for the development of CEPES. The Director of CEPES, Mr. Thomas Keller, welcomed the participants and placed the subject in the context of the other activities of the Centre. Different representatives of the Romanian authorities and of the diplomatic corps were also present at the opening session.

5. The Consultation then proceeded to the election of its Bureau. The following were elected unanimously:

Mr. Jean Sirinelli	- Chairman
Mr. Igor Vorobyov	- Vice-Chairman
Mr. Ulrich Teichler	- Rapporteur.

6. The documents used as a basis for the work of the Consultation were the working documents and the reference documents. The participants also presented written contributions indicating the main trends and problems of access to higher education in their respective countries.

7. Following the opening session, the Director of the Centre informed the participants that a questionnaire had been prepared by the Secretariat and sent to the European Member States in order to collect relevant information on access to higher education in the various countries. As an introduction to the subject under consideration, the Secretariat gave a general Summary of the past activities of Unesco regarding access to higher education in Europe. The working document of the Consultation was also introduced by the Secretariat.

8. The Director of CEPES then introduced the following themes for discussion :

- Major changes and trends in access to higher education; evolution and recent trends in national policies concerning access to higher education, particularly since 1973
- Conditions and criteria of access to higher education concerning in particular higher education's new clientele (adults, people already engaged in active life etc.)
- Guidance, information and help given to people wishing to enrol in higher education, particularly with regard to new clientele
- Statistical aspects of higher education
- Suggestions concerning the plan and content of the envisaged study.

MAJOR CHANGES AND TRENDS IN ACCESS TO HIGHER EDUCATION; EVOLUTION AND RECENT TRENDS IN NATIONAL POLICIES ON ACCESS TO HIGHER EDUCATION

9. The participants first of all gave a general outline of the most recent developments in the field of access to higher education in their respective countries and laid particular emphasis on the most important problems these countries have been faced with recently. It was stressed that the problem of access to higher education in Europe in all its complexity was related to the general problem of the higher education system. However, the participants recognized the need for limiting the discussions of the Consultation to the essential aspects of the problem of access as such. The main points emphasized during the discussions can be summarized as follows :

10. All participants referred to a discrepancy existing between the demand for higher education - in certain fields or

institutions - on the one hand, and the available places on the other hand. This is the case even in those countries now facing a decrease in total enrolment for higher education. The general feeling of the participants was that in most European countries, reforms of education have been adopted or are in preparation in order to open access to higher education to students having different educational backgrounds. Other factors, such as manpower requirements, represent in some countries a limiting element as regards mass higher education. However, it is sometimes questioned whether manpower requirements should influence policies on access to higher education.

11. Due to the discrepancy between demand for higher education and available places, selective admission procedures are in existence or have been changed at least in some sectors of higher education in a growing number of countries. This recent development may possibly lead to a reconsideration of the guiding principles regarding the overall policy of access to higher education.

12. As regards the problems of selection of students in relation to admissions, the following ideas were expressed :

- in some countries, measures have been taken in order to facilitate access to higher education for students who have not completed secondary education;

- measures have also been taken in order to bring a solution to the problem of admission by operating the selection during the course of studies; some participants proposed to study the impact of such measures on admissions.

13. In many European countries, admission criteria have been recently modified by introducing selective admission procedures for qualified secondary school graduates on a unified basis. This does not mean, however, that admission criteria have tended to become uniform for all sections of higher education. In many countries, different admission standards for different groups of applicants, or a complex integration of criteria have been introduced in order to ensure equality of opportunities.

14. In most European countries, national policies are aimed at reducing the inequalities of representation of different groups in the higher education system. The measures taken include the review of the structure of education, new sets of criteria for all applicants, special quota for disadvantaged groups in the admission process or, stimulating the aspirations of under-represented groups. The participants expressed the opinion that the implications of this vast array of aims and procedures should be further studied. Nevertheless, in many countries, the selection system, to a certain extent, is primarily based on meritocratic criteria.

15. In the discussions several attempts were made to clarify the

meaning of expressions such as "non-traditional" or "new" students. For instance, the term "non-traditional" can be applied to students who have not obtained the academic secondary school certificate, do not take full-time courses, resumed studies after a period in working life, or do not try to obtain a traditional certificate. Or, as opposed to preoccupational training, the "new student" is in search of in-service training or cultural enrichment. In criticizing these approaches opinions were raised that the term "non-traditional" is, to a certain extent, discriminating insofar as the expression "traditional" is applied to the main stream of higher education. Several participants underlined the necessity of analysing and characterizing the components of the new clientele of higher education.

16. In the discussion, reference was made to access to higher education for a new clientele, especially for adults. Examples were given where adults and new clientele were admitted into the traditional pattern of higher education; other examples were given where the general system was re-shaped in order to discourage young people from entering higher education and to encourage older age groups. It was suggested that the inter-relationship between measures aimed at the new clientele and the general policy of access to higher education should be analyzed.

17. Moreover, it was stressed that the problem of access to higher education should be related to the functions of higher education establishments. In this connection, in addition to the fundamental university tradition which is to extend and transmit knowledge and to prepare students for further careers, other functions of higher education were identified, i.e. refresher courses, re-orientation and upgrading through short-cycle courses, and raising of general cultural levels.

CONDITIONS AND CRITERIA GOVERNING ACCESS TO HIGHER EDUCATION, PARTICULARLY WITH REGARD TO NEW GROUPS OF STUDENTS FOR HIGHER EDUCATION

18. As the discussion on the preceding subjects had already included the general trends in admission and related national policies, this debate attempted to establish whether there exist different standards and criteria of admission for non-traditional students, and the fundamental reasons for such criteria.

19. It was pointed out that the policies favouring adult enrolment in higher education are guided by extremely divergent aims which have to be taken into account, and that policies on adult enrolment in some countries play such a minor rôle that they cannot be conceived as any of the main trends in the analysis of higher education. It was proposed that the different functions of adult education within the framework of higher education be considered: (a) in-service training for highly qualified manpower, (b) vocational retraining for those who wish to or have to switch from one occupation to another and (c) a "second chance" to adults who have not previously had the opportunity to enrol in institutions

of higher education.

20. The application of certain admission criteria and procedures for new clientele can depend on the general policy in each country in favour of or against further development towards mass higher education. The debates of the Consultation did not clearly establish whether the trend towards mass higher education can still be identified.

21. In several European countries, different criteria and procedures have been chosen in order to facilitate the enrolment of new clientele, especially adults, in higher education. In some cases, the opportunity to enrol is offered according to the demand for in-service training without special admission requirements. In other cases, special criteria are applied for the admission of "new students". There are also examples of giving advantage to "new students" within a set of general criteria. Finally, new criteria have been introduced, offering "new students" a chance to compete with "traditional" applicants in the admission process; these latter criteria include the recognition of occupational experience.

22. It was observed that the criteria governing access to higher education for "non-traditional" students are closely related to the kind of courses offered for these students. For courses which differ entirely from traditional programmes, such as short in-service training, criteria for access can easily be chosen. In the case of courses incorporated within the general framework of higher education and especially designed for the new students, such as short-cycle courses, experience shows there is often either a reluctance among students to "enrol" in such courses, or the specific desire to enrol with a view to later transfer to other higher education institutions. In the case of enrolment of the "new students" in traditional programmes, the problem has arisen in many countries that students cannot cope with the standards, especially in the more demanding courses. Examples were given where this problem has been served by the introduction of some back up courses for the "new students" which at the same time might serve selection purposes. This situation would seem to indicate that higher education is not always adapted to the needs of non-traditional students; this was considered a problem of growing interest.

GUIDANCE, INFORMATION AND HELP GIVEN TO THOSE PEOPLE WISHING TO ENROL IN HIGHER EDUCATION COURSES, PARTICULARLY THE NEW POPULATIONS

23. During the discussion on guidance, information and help, it was made clear that both financial and pedagogical help ought to be taken into consideration.

24. In many countries, there is increased awareness of the need to offer more guidance and information. On the other hand, in some countries, no special guidance of any type is offered for the

"new" populations; however, in some cases specific information is provided and campaigns are organized for adults or other new groups of students.

25. In this context it was suggested to examine (a) to what extent the motives and background of the "new" groups differ from those of the other groups and (b) whether the new students ought to take the ordinary courses of higher education or courses designed for them. It was also suggested that a detailed analysis be made on how guidance and information are related to admission procedures.

26. In the discussion on help for new clientele many activities were mentioned such as cooperation between enterprises and higher education institutions, special responsibilities of the teaching staff for the new clientele, legal rights to take leave, etc. In some countries, no financial provisions are foreseen for the new student population. In this connection, doubts were expressed as to whether the measures taken for the financial support of the "traditional" student are sufficient to guarantee adults a chance to enrol.

STATISTICAL ASPECTS OF ACCESS TO HIGHER EDUCATION

27. Pursuing the discussion on the problem of access to higher education in Europe, those participating in the Consultation agreed that it was considered necessary to take into account the following quantitative information, covering the period 1970/71 to 1975/76:

- total increase of enrolments in higher education;
- number of students in relation to the total population;
- distribution of students by sex;
- total increase of part-time students (including students attending reorientation courses);
- students enrolled in evening and correspondence courses;
- distribution of student population by age;
- distribution of students by type of institution;
- new entrants in higher education;
- number of graduates of higher education;
- teaching staff in higher education.

28. Data referring to the above-mentioned aspects will not only reflect the efforts accomplished by the European States in order to promote higher education and the distribution of students by type of education (traditional, part-time, etc.), but also the distribution of students by age. Moreover, these statistical data will help to identify the distribution of students in relation to the main branches of study and the different programme levels.

29. Finally, data should be provided on the number of foreign students in Europe showing the main streams of mobility among the different countries.

SUGGESTIONS FOR THE PLAN AND CONTENT OF THE STUDY

30. The Director of CEPES first defined the purpose of the preparation of the Study. It was stressed that the aim of the discussion was not to draw up a precise outline of the Study but to formulate suggestions and views in relation to the scope of the Study, the problems to be included etc.

31. The participants agreed that the Study should consist of an introduction and two different parts: a first analytical part dealing with the general problems of access to higher education and a second part devoted to statistical data on the subject. In addition the participants supported the suggestion to include a bibliography in the Study.

32. It was agreed that the introduction would include, among others, the following points: former work done by Unesco in the field of access to higher education, the problem of access as viewed in the general context of higher education and an evaluation of the present situation of access to higher education in comparison with former years.

A. Suggestions related to the first part of the Study

33. Concerning the plan of the Study, it was debated whether the breakdown of the First Part should be based on the subjects being discussed or on different categories of clientele. Some participants argued that the alternative chosen should take into account the rôle of new clientele. In particular, doubts were raised as to the following:

- whether access policies for new clientele were very distinct from general access policies;
- whether the major trends and national policies which can be observed now focus especially on the different types of clientele;
- whether it is widely considered as advisable to encourage the access of a new clientele in all sectors of higher education.

Therefore, the majority of the participants were in favour of the former alternative i.e. the breakdown of the first part should be based on the subjects being discussed.

34. As regards the choice of subjects, the following were

suggested by the Secretariat:

- socio-economic factors determining the current situation of access to higher education;
- trends of national policies in access to higher education;
- conditions and criteria for access to higher education;
- orientation, information and aid given to persons wishing to enrol in higher education.

35. Different suggestions were made comprising new lists of subjects or additional points related to the subjects proposed by the Secretariat. These different points and suggestions are presented in par. 36-39.

36. A first list of suggestions was presented as follows:

- Description of general trends of access and of national policies on access;
- Characteristics of higher education in each country;
- General perspectives derived from the analysis of these characteristics;
- Main problems and prospects for higher education.

37. In a second list, it was proposed that the following topics should be included in the analysis of recent trends in access policies:

- Analysis of the objectives of higher education and their impact on admission;
- Policies of lifelong education and their effect upon admission criteria and procedures;
- Adaptation of structures and contents to new clientele and impact on higher education in general;
- Measures for financing and widening access;
- Proportion of open and restrictive admissions and its impact on the recruitment of new clientele;
- Evaluation of work experience in admission.

38. A third list put forward the following topics:

- Analysis of trends in major issues affecting national policies of access to higher education - other than those specifically related to new clientele - and their relevance as compared to the problems of new clientele;
- Analysis of the political and educational goals affecting admission criteria and procedures;
- Change of selection patterns in higher education.

39. The following additional points were raised with respect to the subjects proposed by the Secretariat:

- to include a short review of the educational systems, especially on secondary education and its relation to restrictive admissions;
- to review the changes in admission criteria their causes and principles, whereby differences according to the field of study should especially be taken into account;
- to analyze measures to introduce or extend educational leaves;
- to analyze the methods of selection and methods of assessment;
- to analyze admission criteria and procedures aimed at adult applicants;
- to analyze carefully alternative definitions of new clientele, the goals involved in policies designed for new clientele and the reasons for different national policies in Europe related to the new clientele;
- to analyze trends in national policies: to what extent are there common factors in unconscious attitudes, common strategies, etc.;
- to analyze whether the new clientele should be expected to follow higher education courses of the same standard as those for other students, and what kind of drawbacks differential standards could cause;
- to place emphasis on the trends in recent years rather than to speculate on future developments.

B. Suggestions related to the second part of the Study

40. Following the presentation of the suggestions annexed to the working document by the Secretariat, the participants agreed to the following suggestions:

41. The analysis should deal essentially with the characteristics of the trends in enrolment during the period 1970/71 and 1975/76. The overall increase in enrolment during this period should be compared with that of previous years. The effort already achieved by European States with regard to higher education should thus be measured by the number of students in relation to the total population. Data on new entrants should also be taken into consideration.

42. By means of the analysis of a series of variables, the study

should endeavour to break down overall growth in numbers into its various elements. Thus, in the analysis of the distribution of student population by sex, discrepancies should be pointed out which may still exist in this respect in higher education. In some cases, it should be possible to study the differentiated growth of numbers according to the types of educational institutions, in particular university and non-university establishments. The number of part-time students may sometimes be very high and the order of magnitude should likewise be taken into account.

43. Changes in the distribution of student population by age and specific age enrolment ratios should then be determined. These data would moreover be useful in calculating the proportions of scholarity by age.

44. The Study should also deal with the evolution of the number of students according to the main fields of study as well as the levels of teaching programmes followed.

45. Data related to teaching staff in higher education, pass rates of students from secondary to higher education as well as drop-outs in higher education should also be considered.

46. Finally, the Study should deal with foreign student numbers in Europe, emphasizing the characteristics of the circulation of students between the various European countries.

47. Moreover, further suggestions were made as follows:

- The Statistical Office of Unesco should be asked to analyze in greater detail the diversification of courses and clientele;

- It should be determined whether surveys conducted on a small scale should be analyzed in the CEPES study in order to obtain information on access factors which have not been sufficiently covered by the regular statistical programmes of the Unesco Statistical Office.

COMPTE RENDU DES DISCUSSIONS

INTRODUCTION

1. Dans le cadre des activités thématiques du Centre européen pour l'enseignement supérieur (CEPES), une Consultation pour la préparation d'une étude sur l'accès à l'enseignement supérieur en Europe s'est déroulée au Centre, à Bucarest, du 18 au 20 octobre 1977.

2. Cette Consultation avait pour objectif d'une part, d'examiner les problèmes les plus importants que se sont posés au cours des dernières années dans les différents pays de la région Europe, en ce qui concerne l'accès à l'enseignement supérieur, et d'autre part, d'émettre des suggestions quant au plan et au contenu de l'étude envisagée. Cette étude dont la responsabilité principale incombe au CEPES, a elle-même pour but d'analyser la situation et les problèmes actuels de l'accès à l'enseignement supérieur en Europe.

3. Onze participants principaux, siégeant à titre personnel, à l'invitation du Directeur général de l'Unesco, ainsi qu'un observateur, assistaient à la réunion. Le Directeur général de l'Unesco était représenté par M. Levon S. Atanassian, Chef de la Section de l'enseignement supérieur.

4. Lors de la séance d'ouverture, le Représentant du Directeur général de l'Unesco souhaita la bienvenue aux participants, à l'observateur et aux invités. Se référant à la décision du Directeur général d'entreprendre une telle étude sur la situation et les problèmes actuels de l'accès à l'enseignement supérieur en Europe, il en souligna toute l'importance; il mentionna à cet égard que la documentation préparée pour la Deuxième Conférence des ministres de l'éducation des Etats membres d'Europe serait mise à jour et complétée à l'aide de données nouvelles, l'étude devant être publiée au début de l'année 1979. Dans son allocution, M. Vasile Cătuneanu, représentant du Ministère de l'éducation et de l'enseignement de la Roumanie, félicita l'Unesco pour l'organisation de cette Consultation et réitéra l'appui prêté par son gouvernement aux activités du CEPES. Le Directeur du Centre, M. Thomas Keller, souhaita à son tour la bienvenue aux participants et situa le sujet de la réunion dans le contexte des autres activités du Centre. Divers représentants du gouvernement roumain ainsi que plusieurs membres du corps diplomatique assistèrent également à la séance d'ouverture.

5. Les participants à la Consultation procédèrent ensuite à l'élection du Bureau. Les membres suivants furent élus à l'unanimité:

M. Jean Sirinelli - Président
M. Igor Vorobyov - Vice-président
M. Ulrich Teichler - Rapporteur.

6. Divers documents de travail ainsi que des documents de référence furent utilisés pour les travaux de la Consultation. Les participants présentèrent en outre un certain nombre de contributions écrites reflétant les principales tendances et problèmes en matière d'accès à l'enseignement supérieur dans leurs pays respectifs.

7. A la suite de la séance d'ouverture le Directeur du Centre informa les participants qu'un questionnaire avait été préparé par le Secrétariat et envoyé aux Etats membres d'Europe, afin de collecter les informations les plus significatives quant à l'accès à l'enseignement supérieur dans les différents pays. Le Secrétariat fournit également, à titre d'introduction au sujet traité, un aperçu des activités entreprises jusqu'à présent par l'Unesco, dans le domaine de l'accès à l'enseignement supérieur en Europe. Le Document de travail de la Consultation fut présenté par la même occasion.

8. Le Directeur du CEPES présenta alors les thèmes de discussion suivants:

- principales transformations et tendances en matière d'accès à l'enseignement supérieur; évolution et tendances nouvelles des politiques nationales concernant l'accès à l'enseignement supérieur, particulièrement depuis 1973;
- conditions et critères d'accès à l'enseignement supérieur concernant en particulier les nouvelles clientèles de l'enseignement supérieur (adultes, personnes déjà engagées dans la vie active, etc.);
- orientation, information et aide prêtées aux personnes désireuses d'accéder à l'enseignement supérieur, particulièrement en ce qui concerne les nouvelles clientèles;
- aspects statistiques de l'accès à l'enseignement supérieur;
- suggestions concernant le plan et le contenu de l'étude envisagée.

PRINCIPALES TRANSFORMATIONS ET TENDANCES EN MATIERE D'ACCES A L'ENSEIGNEMENT SUPERIEUR; EVOLUTION ET TENDANCES RECENTES DES POLITIQUES NATIONALES DANS CE DOMAINE

9 . Les participants fournirent tout d'abord un aperçu général des développements les plus récents dans le domaine de l'accès à l'enseignement supérieur, qui se sont produits dans leurs pays, et mirent particulièrement l'accent sur les problèmes les

plus importants auxquels ces pays se sont trouvés récemment confrontés à cet égard. Les liens existant entre le problème de l'accès à l'enseignement supérieur en Europe, dans toute sa complexité, et les problèmes de l'enseignement supérieur en général furent notamment soulignés. Cependant, les participants reconnurent la nécessité de limiter les débats de la Consultation aux aspects essentiels du problème de l'accès proprement dit. Les principaux points soulevés lors des discussions peuvent être résumés comme suit:

10. Tous les participants mentionnèrent l'écart existant entre la demande d'enseignement supérieur - dans certaines disciplines et au sein de certaines institutions - et le nombre de places disponibles. Selon l'opinion de la plupart des participants, des réformes ont été introduites dans la plupart des pays européens en vue d'ouvrir l'accès à l'enseignement supérieur à des étudiants ayant des formations préalables diverses. Il a semblé également que d'autres facteurs, tels que les besoins en main-d'oeuvre, constituaient un frein à la démocratisation de l'enseignement supérieur. Cependant, la question se trouve parfois posée de savoir si ces besoins en main-d'oeuvre doivent exercer quelque influence sur les politiques d'accès à l'enseignement supérieur.

11. En raison de cet écart entre la demande d'enseignement supérieur et le nombre de places disponibles, des procédures sélectives d'admission ont été introduites ou renforcées en ce qui concerne certains secteurs de l'enseignement supérieur, dans un nombre croissant de pays. Ces récents développements ont conduit à reconsidérer les principes de base concernant la politique générale d'accès à l'enseignement supérieur.

12. En ce qui concerne le problème de la sélection des étudiants par rapport aux admissions, les participants avancèrent les idées suivantes:

- dans certains pays, des mesures ont été prises en vue de faciliter l'accès à l'enseignement supérieur aux étudiants n'ayant pas suivi un enseignement secondaire complet;

- des mesures ont également été prises en vue d'apporter une solution au problème des admissions, en effectuant une sélection au cours des études; quelques participants suggérèrent d'analyser l'impact de telles mesures sur les admissions.

13. Dans plusieurs pays européens, les critères d'admission ont été récemment modifiés par l'introduction de procédures sélectives d'admission, établies selon un modèle unique, pour ce qui concerne les diplômés de l'enseignement secondaire. Ceci cependant ne signifie nullement que les critères d'admission tendent à s'uniformiser pour tous les secteurs de l'enseignement supérieur. Dans un grand nombre de pays, des critères d'admission différents pour les divers groupes de candidats, ou des systèmes de critères complexes, ont été adoptés afin d'assurer une plus

grande égalité des chances.

14. Dans la plupart des pays européens, les politiques nationales ont pour but de réduire les inégalités en ce qui concerne la représentation des différents groupes au sein des systèmes d'enseignement supérieur. Les mesures adoptées à cet égard concernant notamment des réformes de structures du système éducatif général, l'application de nouveaux critères pour tous les candidats, l'adoption de quota particuliers en faveur des groupes désavantagés, dans le cadre des processus d'admission, et l'octroi d'aides spéciales aux groupes sous-représentés. Les participants souhaitèrent que les implications de ce vaste éventail d'objectifs et de procédures fasse l'objet d'études ultérieures. Il faut souligner néanmoins que le système de sélection, dans un grand nombre de pays, demeure dans une certaine mesure, essentiellement basé sur des critères d'aptitudes intellectuelles.

15. Différentes tentatives furent effectuées au cours des débats en vue de définir avec plus de précision des expressions telles que "étudiants non traditionnels" et "nouvelle clientèle". On peut considérer par exemple, parmi les "étudiants non traditionnels", ceux qui ne possèdent pas de diplôme formel d'enseignement secondaire, qui ne suivent pas de cours à plein temps, qui reprennent des études après avoir travaillé dans la vie active, ou qui ne visent pas à l'obtention d'un diplôme traditionnel. Par ailleurs, l'"étudiant nouveau" peut être également à la recherche d'une formation continue ou d'un simple enrichissement de son langage culturel A cet égard, certains participants soulignèrent le fait que le terme "non traditionnel" risquait de revêtir un caractère discriminatoire étant donné que l'appellation "traditionnelle" serait ainsi réservée aux effectifs les plus importants de l'enseignement supérieur. Plusieurs participants mirent l'accent sur la nécessité de procéder à une analyse et de dégager les traits caractéristiques des diverses composantes de la nouvelle clientèle de l'enseignement supérieur.

16. Au cours des discussions, l'accès à l'enseignement supérieur des nouvelles clientèles étudiantes, et plus particulièrement des étudiants adultes, fut également abordé. Divers exemples illustrant l'accès des nouvelles clientèles aux formes traditionnelles d'enseignement supérieur furent fournis à cet égard. De même, divers exemples ayant trait à des réformes du système général d'enseignement supérieur visant à décourager l'entrée des jeunes et à encourager au contraire l'accès des groupes d'âge adultes furent également présentés. Des participants suggérèrent d'analyser les relations existant entre les dispositions prévues pour les nouvelles clientèles et les politiques générales d'accès à l'enseignement supérieur.

17. Certains participants soulignèrent en outre que le problème de l'accès à l'enseignement supérieur devrait être mis en corrélation avec les fonctions mêmes des établissements d'enseignement. A cet égard, en plus de la tradition universitaire fondamentale qui est d'étendre et de transmettre le savoir et de

préparer les étudiants à leurs futures carrières, d'autres fonctions de l'enseignement supérieur furent identifiées: recyclages, réorientation, mise à jour des connaissances et amélioration des qualifications par la voie des cycles courts; élévation du niveau culturel général.

CONDITIONS ET CRITERES D'ACCES A L'ENSEIGNEMENT SUPERIEUR, CONCERNANT EN PARTICULIER LES NOUVELLES CLIENTELES DE L'ENSEIGNEMENT SUPERIEUR

18. Les débats sur les sujets précédents ayant déjà porté sur les tendances générales en matière d'admission et les politiques nationales en ce domaine, les participants s'efforcèrent à ce stade des discussions, d'établir s'il existait des règles et des critères d'admission différents pour les étudiants non traditionnels, et quelles étaient les raisons fondamentales pour l'application de tels critères.

19. Il fut souligné que les politiques qui favorisent l'inscription d'adultes dans l'enseignement supérieur obéissent à des objectifs extrêmement divergents dont il convient de tenir compte; par ailleurs, dans certains pays, les politiques d'inscription d'adultes jouent un rôle si mineur qu'on ne peut, dans l'analyse de l'enseignement supérieur, les concevoir comme l'une quelconque des tendances principales. Il fut proposé de considérer les différentes fonctions de la formation des adultes au sein de l'enseignement supérieur comme étant:

a) une formation continue pour la main-d'oeuvre hautement qualifiée,

b) un recyclage professionnel pour les personnes désirant changer d'emploi,

c) une "deuxième chance" pour les adultes qui n'ont pas eu précédemment l'occasion de s'inscrire dans les établissements d'enseignement supérieur.

20. L'application de certains critères et procédures d'admission à l'égard des nouvelles clientèles peut dépendre de la politique suivie dans chaque pays donné, en faveur ou à l'encontre de l'enseignement supérieur de masse. Les débats de la Consultation n'ont pas permis d'établir clairement si la tendance vers un tel enseignement supérieur de masse pouvait encore être decelée.

21. Plusieurs Etats européens ont choisi des critères et des procédures différents en vue de faciliter l'inscription de nouvelles clientèles, en particulier des adultes, dans l'enseignement supérieur. Dans certains cas, la possibilité de s'inscrire dépend de la demande en formation continue, sans que soient posées d'exigences spéciales pour l'admission. Dans d'autres cas, l'admission de "nouveaux étudiants" est soumise à des critères spéciaux. Il existe également des cas où les "nouveaux étudiants" bénéficient d'avantages particuliers dans le cadre d'un ensemble de critères généraux. Enfin, de nouveaux critères ont aussi été

introduits pour offrir aux "nouveaux étudiants" une chance d'entrer en compétition avec les demandeurs "traditionnels", lors des procédures d'admission: de tels critères prennent en compte l'expérience professionnelle.

22. Les participants remarquèrent que les critères d'accès à l'enseignement supérieur imposés aux étudiants "non traditionnels" sont étroitement liés à la nature des formations offertes à ces étudiants. Quand il s'agit de cours totalement différents des programmes traditionnels, comme des cours de recyclage, les critères d'accès peuvent être choisis aisément. Mais quand il s'agit de cours incorporés au cadre général de l'enseignement supérieur et spécialement destinés aux nouveaux étudiants, comme les formations à cycle court, l'expérience montre que ces étudiants répugnent souvent à s'y inscrire ou ne veulent s'inscrire en fait que pour accéder ensuite à d'autres établissements d'enseignement supérieur. Quand de "nouveaux étudiants" s'inscrivent à des programmes traditionnels d'études, il s'est avéré dans de nombreux pays que ces étudiants ne parvenaient pas à atteindre le niveau exigé, particulièrement dans les matières les plus difficiles. Pour résoudre ce problème, des exemples ont été donnés, notamment l'introduction de cours de rattrapage pour les "nouveaux étudiants", pouvant, par la même occasion, servir à des fins de sélection. Mais cette situation semblerait indiquer que l'enseignement supérieur n'est pas toujours adapté aux besoins des étudiants non traditionnels; les participants estimèrent que ce problème devenait de plus en plus important à étudier.

ORIENTATION, INFORMATION ET AIDE PRETEES AUX PERSONNES DESIREUSES D'ACCEDER A L'ENSEIGNEMENT SUPERIEUR, PARTICULIEREMENT EN CE QUI CONCERNE LES NOUVELLES CLIENTELES

23. Au cours de la discussion sur l'orientation, l'information et l'aide, il devint évident qu'il fallait prendre en considération à la fois l'aide financière et l'aide pédagogique.

24. On est de plus en plus conscient dans de nombreux pays de la nécessité de fournir davantage d'orientation et d'information. Pourtant, dans quelques pays, aucune orientation, sous quelque forme que ce soit, n'est offerte aux "nouvelles populations"; dans certains cas cependant, une information spécifique est fournie et des campagnes d'information sont organisées en faveur des adultes ou de nouveaux groupes d'étudiants.

25. Dans un tel contexte, il fut suggéré d'étudier: (a) dans quelle mesure les motivations et les acquis antérieurs des "nouveaux" groupes diffèrent de ceux des autres groupes, et (b) si les nouveaux étudiants doivent suivre les cours ordinaires d'enseignement supérieur ou des cours qui leur soient spécialement destinés. Il fut également suggéré que soit entreprise une analyse détaillée de la nature des liens qui peuvent exister entre l'orientation et l'information et les procédures d'admission.

26. De nombreuses dispositions furent mentionnées au cours de la discussion, relatives à l'aide prêtée aux nouvelles clientèles, telles que la coopération entre les entreprises et les établissements d'enseignement supérieur, les responsabilités particulières données au corps enseignant envers les nouvelles clientèles, les droits légaux au congés d'étude, etc. Certains pays n'ont prévu aucune disposition financière en faveur des nouvelles populations étudiantes. A cet égard, des doutes apparurent quant à la question de savoir si les mesures d'aide financière offertes aux étudiants "traditionnels" étaient suffisantes pour garantir aux adultes une possibilité de s'inscrire à l'enseignement supérieur.

ASPECTS STATISTIQUES DE L'ACCES A L'ENSEIGNEMENT SUPERIEUR

27. En poursuivant leurs discussions sur les problèmes de l'accès à l'enseignement supérieur en Europe, les participants considérèrent, d'un commun accord, qu'il était nécessaire de prendre en compte les informations quantitatives qui suivent, couvrant la période 1970/71 à 1975/76:

- croissance globale des inscriptions dans l'enseignement supérieur;
- nombre d'étudiants par rapport à la population totale;
- répartition des étudiants par sexe;
- croissance totale du nombre des étudiants à temps partiel (y compris les étudiants suivant des cours de réorientation);
- nombre d'étudiants inscrits aux cours du soir et aux cours par correspondance;
- répartition de la population étudiante par âge;
- répartition des étudiants par type d'établissement;
- nombre de nouveaux entrants dans l'enseignement supérieur;
- nombre de diplômés de l'enseignement supérieur;
- effectifs du corps enseignant dans l'enseignement supérieur.

28. Les données fournies sur les domaines mentionnés ci-dessus reflèteront non seulement les efforts accomplis par les Etats européens pour promouvoir l'enseignement supérieur et la répartition des étudiants par type de formation (traditionnelle, à temps partiel, etc.), mais fourniront aussi la répartition des étudiants par âge. De plus, ces données statistiques aideront à connaître avec plus de précision la répartition des étudiants par rapport aux principales disciplines et par rapport aux divers niveaux de programmes d'études.

29. Des données devraient, enfin, être fournies sur le nombre d'étudiants étrangers en Europe, afin de faire apparaître

les principaux courants de mobilité entre les différents pays.

SUGGESTIONS SUR LE PLAN ET LE CONTENU DE L'ETUDE ENVISAGEE

30. Le Directeur du CEPES commença par définir l'objectif de la préparation de cette étude. Il insista sur le fait que les discussions n'avaient pas pour but de tracer un plan précis de l'Etude, mais de formuler des suggestions et d'émettre des points de vue se rapportant au champ de l'Etude, aux questions à inclure, etc.

31. Les participants estimèrent que cette Etude devrait comporter une introduction et deux parties distinctes: une première partie analytique traitant des problèmes généraux de l'accès à l'enseignement supérieur, et une seconde partie consacrée aux données statistiques sur ce sujet. De plus, les participants approuvèrent la suggestion qui fut présentée d'inclure une bibliographie dans l'Etude.

32. Les participants estimèrent que l'introduction devrait comprendre, entre autres, les points suivants: travail antérieurement accompli par l'Unesco dans le domaine de l'accès à l'enseignement supérieur, problème de l'accès considéré dans le contexte général de l'enseignement supérieur, évaluation de la situation actuelle de l'accès à l'enseignement supérieur par rapport aux années antérieures.

A. Suggestions concernant la première partie de l'Etude

33. En ce qui concerne le plan de l'Etude elle-même, la discussion porta sur le point de savoir si la première partie devrait être traitée en fonction des différents aspects du problème de l'accès ou en fonction des différents types de clientèles. Certains participants s'élevèrent à l'encontre de cette seconde alternative, émettant notamment des doutes quant aux points suivants:

- les politiques d'admission des nouvelles clientèles sont-elles très différentes des politiques générales d'admission ?
- les tendances principales et les politiques nationales que l'on peut actuellement observer se concentrent-elles bien sur les différents types de clientèles ?
- est-il largement admis qu'il faut encourager l'accès de nouvelles clientèles dans tous les secteurs de l'enseignement supérieur ?

En conséquence, la majorité des participants se prononça en faveur de la première proposition c'est-à-dire d'un plan de la première partie qui soit établi à partir des questions traitées.

34. Quant au choix des sujets, le Secrétariat fit les propositions suivantes :

- facteurs socio-économiques qui déterminent la situation actuelle de l'accès à l'enseignement supérieur;
- évolution des politiques nationales vis-à-vis de l'accès à l'enseignement supérieur;
- conditions et critères d'accès à l'enseignement supérieur;
- orientation, information et aide prêtées aux personnes désireuses d'accéder à l'enseignement supérieur.

35. D'autres suggestions furent émises, comportant de nouvelles listes de sujets ou des compléments à apporter aux sujets proposés par le Secrétariat. Ces compléments et suggestions sont présentés dans les paragraphes qui suivent, 36 à 39.

36. Une première liste de suggestions était la suivante :

- description des tendances générales en matière d'accès et des politiques nationales d'accès à l'enseignement supérieur;
- caractéristiques de l'enseignement supérieur dans chaque pays;
- perspectives générales à dégager de l'analyse précédente;
- problèmes principaux et perspectives de l'enseignement supérieur.

37. Dans une deuxième liste, il était proposé d'inclure les sujets suivants dans l'analyse de l'évolution récente des politiques d'accès:

- analyse des objectifs fixés à l'enseignement supérieur et de leur impact sur l'admission;
- politiques de formation permanente et leurs effets sur les critères et procédures d'admission;
- adaptation des structures et contenus aux nouvelles clientèles, et leurs effets sur l'enseignement supérieur en général;
- mesures prises pour financer et élargir l'accès;
- proportions d'admissions ouvertes et d'admissions restrictives, et leur impact sur le recrutement de nouvelles clientèles;
- évaluation de l'expérience professionnelle en matière d'admission.

38. Une troisième liste avançait les sujets suivants:

- analyse des tendances concernant les principaux facteurs qui affectent les politiques nationales d'accès à l'enseignement supérieur - non liés aux nouvelles clientèles - et leur importance relative par rapport aux problèmes posés par les nouvelles clientèles;
- analyse des objectifs politiques et éducatifs, pouvant

affecter les critères et procédures d'admission;

- modifications des systèmes de sélection dans l'enseignement supérieur.

39. Les points complémentaires suivants furent soulevés, en relation avec les sujets proposés par le Secrétariat:

- inclure un bref exposé sur les systèmes éducatifs, spécialement sur l'enseignement secondaire et ses liens avec les admissions restrictives;
- passer en revue les changements survenus dans les critères d'admission, leurs causes et leurs principes, en faisant ressortir en particulier les différences selon les domaines d'étude;
- analyser les mesures prises pour introduire ou étendre les congés d'études;
- analyser les méthodes de sélection et les méthodes d'évaluation;
- analyser les critères d'admission et les procédures destinées aux candidats adultes;
- analyser soigneusement les diverses définitions possibles des nouvelles clientèles, les objectifs recherchés par les politiques destinées à ces nouvelles clientèles, et les raisons qui expliquent les différences entre les politiques nationales européennes à leur égard;
- analyser les tendances manifestées par les politiques nationales: dans quelle mesure existe-t-il des facteurs communs dans les attitudes inconscientes, dans les stratégies communes, etc.?
- analyser s'il est souhaitable de faire suivre aux nouvelles clientèles des cours d'enseignement supérieur du même niveau que ceux suivis par les autres étudiants, et quels inconvénients pourraient surgir d'une différenciation de niveaux;
- mettre l'accent sur les évolutions constatées au cours des récentes années plutôt que spéculer sur les développements futurs.

B. <u>Suggestions concernant la seconde partie de l'Etude</u>

40. Faisant suite à la présentation des suggestions figurant dans l'annexe au Document de Travail établi par le Secrétariat, les participants émirent les suggestions suivantes:

41. L'analyse devrait essentiellement traiter des caractéristiques de l'évolution des inscriptions, constatée au cours de la période 1970/71 à 1975/76. La croissance globale des inscriptions durant cette période serait comparée à celle des années antérieures.

L'effort qu'on accompli jusqu'à présent les Etats européens en matière d'enseignement supérieur serait ainsi mesuré par le rapport entre le nombre d'étudiants et la population totale. Les données sur les nouveaux entrants devraient être également prises en considération.

42. A travers l'analyse d'une série de variables, l'Etude devrait s'efforcer de départager la croissance globale des effectifs en ses divers éléments. Ainsi, dans l'analyse de la population étudiante par sexe, les distorsions qui peuvent exister à cet égard dans l'enseignement supérieur seraient analysées. Dans certains cas, il s'agirait d'étudier la croissance différenciée des effectifs par types d'établissements d'enseignement, en particulier par établissements universitaires et établissements non universitaires. Le nombre d'étudiants à temps partiel peut être quelquefois très élevé et l'ordre de grandeur devrait de ce fait être également pris en compte.

43. Les changements intervenus dans la répartition de la population étudiante par âge et les taux spécifiques d'inscriptions par âge seraient également précisés. Ces données seraient en outre utiles pour comparer les taux de scolarisation par âge.

44. L'Etude devrait traiter en outre de l'évolution du nombre d'étudiants en fonction des principales branches d'études et aussi en fonction des niveaux de programmes d'enseignement.

45. Les données relatives au corps enseignant de l'enseignement supérieur, au taux de passage des élèves de l'enseignement secondaire à l'enseignement supérieur et aux abandons dans l'enseignement supérieur, devraient être aussi prises en considération.

46. Enfin, l'Etude devrait fournir les données sur les effectifs d'étudiants étrangers en Europe, en mettant l'accent sur les caractéristiques de la mobilité des étudiants entre les différents pays européens.

47. De plus, en ce qui concerne cette partie statistique de l'Etude, d'autres suggestions furent formulées comme suit:

- il conviendrait de demander à l'Office des Statistiques de l'Unesco d'analyser de façon plus détaillée la diversification des filières de formation et des clientèles étudiantes;
- il conviendrait de savoir si des études menées sur une moindre échelle ne devraient pas être analysées dans l'Etude du CEPES, afin de pouvoir fournir des informations sur les facteurs de l'accès qui n'ont pu être suffisamment couverts par les programmes statistiques ordinaires de l'Office des Statistiques de l'Unesco.

ИТОГИ ДИСКУССИЙ

ВВЕДЕНИЕ

1. В рамках тематической деятельности Европейского центра по высшему образованию (СЕПЕС) с 18 по 20 октября 1977 г. в Бухаресте проводилась Консультативная встреча для подготовки исследования по вопросу о доступе к высшему образованию в Европе.

2. Цель этой встречи - рассмотреть, с одной стороны, основные вопросы в связи с доступом к высшему образованию, возникшие за последнее время в различных странах Европейского региона, а с другой стороны, выдвинуть предложения по плану и содержанию предполагаемого исследования. Это исследование, за которое главную ответственность несёт СЕПЕС, будет посвящено анализу ситуации и современных проблем, связанных с доступом к высшему образованию в Европе.

3. В работе совещания приняли участие в личном качестве одинадцать основных участников, приглашённых Генеральным директором ЮНЕСКО, и, кроме того, один наблюдатель. Генеральный директор ЮНЕСКО был представлен г-ном Левоном С.Атанасяном - начальником секции высшего образования.

4. На открытии совещания представитель Генерального директора ЮНЕСКО приветствовал участников, наблюдателя и присутствовавших гостей. Ссылаясь на решение генерального директора относительно исследования, посвященного анализу ситуации и современных проблем, связанных с доступом к высшему образованию в Европе, он подчеркнул важность этого исследования и необходимость обновления документации, подготовленной для Второй Конференции министров образования Европейских государств-членов с учетом новых данных. Он отметил, что предстоящее исследование будет опубликовано в начале 1979 г. В своем выступлении представитель Министерства образования и воспитания Румынии г. Василе Катуняну поблагодарил ЮНЕСКО за инициативу по организации Консультативной встречи и заверил, что его правительство окажет необходимую поддержку в её проведении. Г-н Томас Келлер, директор СЕПЕС-а, приветствовал участников и в своём выступлении определил место этого исследования в контексте исследовательской деятельности центра.

На открытии совещания присутствовали представители румынских властей, а также члены дипломатического корпуса.

5. Участники Консультативной встречи перешли далее к избранию бюро. В состав бюро единогласно были избраны следующие лица:

г-н Жан Сиринелли - председатель

г-н Игорь Воробьёв - заместитель председателя

г-н Ульрих Тейхлер - секретарь

6. На Консультативной встрече в качестве основных документов были использованы рабочие и справочные документы, подготовленные СЕПЕС. Участниками консультативной встречи были представлены письменные доклады, в которых были освещены основные тенденции и проблемы доступа к высшему образованию соответствующих стран.

7. После открытия совещания директор Центра информировал участников о том, что Секретариатом ЮНЕСКО подготовлен и направлен европейским государствам-членам вопросник с целью сбора соответствующей информации о доступе к высшему образованию в различных странах. Далее Секретариатом был сделан краткий обзор деятельности ЮНЕСКО по вопросу доступа к высшему образованию в Европе и представлен рабочий документ Консультативной встречи.

8. Директором СЕПЕС-а были предложены следущие темы для обсуждения:

- основные изменения и тенденции по вопросу доступа к высшему образованию; эволюция и современные тенденции в национальной политике стран, касающейся доступа к высшему образованию;

- условия и критерии доступа к высшему образованию, касающиеся, в частности, новой студенческой клиентуры (лица старшего возраста, лица, занятые производственной деятельностью и др.);

- ориентация, информация и помощь, оказываемая лицам, желающим получить высшее образование и, в частности, новой клиентуре;

- статистический аспект доступа к высшему образованию;

- предложения, касающиеся плана и содержания рассматриваемого исследования.

ОСНОВНЫЕ ИЗМЕНЕНИЯ И ТЕНДЕНЦИИ ПО ВОПРОСУ ДОСТУПА К ВЫСШЕМУ ОБРАЗОВАНИЮ; ЭВОЛЮЦИЯ И СОВРЕМЕННЫЕ ТЕНДЕНЦИИ В НАЦИОНАЛЬНОЙ ПОЛИТИКЕ СТРАН, КАСАЮЩИЕСЯ ДОСТУПА К ВЫСШЕМУ ОБРАЗОВАНИЮ

9. В начале обсуждения участники совещания в своих выступлениях представили общую концепцию и последние достижения по вопросу о доступе к высшему образованию в своих странах. Они подчеркнули наиболее важные проблемы, с которыми сталкиваются при решении обсуждаемого вопроса. Было подчеркнуто, что проблема доступа к высшему образованию в Европе является сложной и относится к общей проблеме высшего образования в целом. Однако участники признали целесообразным ограничиться на данном совещании обсуждением

только основных аспектов проблемы доступа к высшему образованию. Ниже дано краткое изложение основных результатов обсуждения.

10. Все участники совещания отмечали, что в определённых областях знаний существует противоречие между потребностью к высшему образованию с одной стороны и количеством вакантных мест, с другой. Это явление имеется также в тех странах, в которых в настоящее время наблюдается тенденция к снижению общего числа поступающих в ВУЗы. Было отмечено, что во многих Европейских странах осуществлены или готовятся к осуществлению реформы по высшему образованию, с целью открытия доступа в вузы для лиц, имеющих различную предварительную подготовку. Другие факторы, как например, потребность в квалифицированных кадрах в некоторых странах являются элементами. ограничивающими демократизацию высшего образования. Однако, было выражено сомнение в том, можно ли рассматривать потребность в квалифицированных кадрах, как фактор, влияющий на политику доступа к высшему образованию.

11. В связи с противоречием, имеющем место между спросом к высшему образованию и наличием вакантных мест в вузах, во все большем количестве стран вводится система конкурсного отбора абитуриентов по крайней мере по некоторым специальностям. Это явление по-видимому приведет к пересмотру руководящих принципов в общей политике, относящейся к вопросу о доступе к высшему образованию.

12. Что касается проблемы отбора абитуриентов, были высказаны следующие соображения:

- в некоторых странах приняты меры для облегчения досутпа к высшему образованию лиц, имеющих незаконченное среднее образование;

- приняты также меры для того, чтобы найти решение проблемы доступа к высшему образованию при помощи отбора студентов в период их обучения в вузе; некоторые участники предложили изучить этот вопрос.

13. В некоторых Европейских странах были модифицированы критерии доступа в вузы путём введения единой системы приёма лиц, имеющих законченное среднее образование. Это, однако, не означает, что критерии приёма были унифицированы во всех областях высшего образования. Во многих странах существуют различные критерии приема для разных категорий абитуриентов. Это сделано с целью обеспечения равных возможностей для доступа к высшему образованию.

14. В большинстве европейских стран наблюдается тенденция к снижению неравенства представления различных групп населения в высшем образовании в целом, а также введения специальных критериев для всех абитуриентов, специальной квоты для непривилегированных групп населения и введения особых условий приёма для них. Участники выразили мнение о целесообразности изучения этих вопросов. Несмотря на это, во многих странах имеется система отбора абитуриентов, основанная исключительно на оценке их знаний.

15. В процессе обсуждения были сделаны попытки уточнить понятие "нетрадиционных" или "новых" студентов. Например, было отмечено, что "нетрадиционным" студентом можно считать того, кто не имеет аттестата об окончании средней школы, не учится на стационарном отделении и возобновил обучение после определённого периода работы на производстве, а также студента, который не ставит своей целью получить традиционный сертификат об окончании учебного заведения. К числу "новых студентов" следует относить также лиц, повышающих свою квалификацию или свой культурный уровень. При обсуждении этого вопроса было высказано мнение, что термин "нетрадиционный" в некоторой степени является дискриминирующим, так как термин "традиционный" применим к основной группе учащихся Вузов. Некоторые участники подчеркнули необходимость проведения анализа новой студенческой клиентуры.

16. В процессе обсуждения был затронут также вопрос о доступе к высшему образованию новой студенческой клиентуры, особенно лиц старшего возраста. Были приведены примеры, когда правила приёма идентичны для всех категорий абитуриентов. Были также приведены примеры, когда в соответствии с правилами приёма лицам старшего возраста по сравнению с молодыми абитуриентами предоставляются льготы при поступлении в вуз. Было предложено провести анализ общей политики доступа к высшему образованию, с целью изучения в этих рамках мероприятий, связанных с доступом новой клиентуры.

17. Более того, было подчёркнуто, что проблема доступа к высшему образованию должна рассматриваться в соответствии с функциями высших учебных заведений. В этой связи в дополнение к фундаментальным университетским традициям, которые заключаются в расширении и передаче знаний, а также подготовке студентов к будущей деятельности, были отмечены другие функции высшего образования, как например, организация курсов повышения квалификации с коротким сроком обучения, курсов переподготовки и переквалификации и курсов, предназначенных для повышения общего культурного уровня.

УСЛОВИЯ И КРИТЕРИИ, ОПРЕДЕЛЯЮЩИЕ ДОСТУП К ВЫСШЕМУ ОБРАЗОВАНИЮ, КАСАЮЩИЕСЯ, В ЧАСТНОСТИ, НОВЫХ КАТЕГОРИЙ СТУДЕНТОВ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ

18. В то время, как предыдущее обсуждение было посвящено общим тенденциям приёма в высшие учебные заведения и национальной политике стран в этом вопросе, здесь обсуждение имело целью установить, существуют ли различные стандарты и критерии для приёма нетрадиционных студентов и каковы основные причины, их определяющие.

19. Было отмечено, что при определении политики, поощряющей приём в вузы лиц старшего возраста, руководствуются совершенно различными целями и это следует принимать во внимание. Эта политика в некоторых странах играет незначительную роль и не может влиять на основные тенденции развития высшего образования. Было предложено рассматривать следующие виды обучения студентов старшего возраста: (а) повышение квалификации специалистов, (б) переподготовка лиц, желающих изменить свою специальность и (в) обучение лиц старшего возраста, которые не имели возможность получить высшее образование после окончания средней школы.

20. Участники отметили, что существующие правила приёма новой студенческой клиентуры приводят в одних странах к увеличению общего контингента студентов, а в других - к его уменьшению. В итоге обсуждения не удалось установить существует ли всё ещё тенденция к увеличению в целом контингента студентов высших учебных заведений.

21. В различных европейских странах были установлены различные льготные критерии и правила приёма в вузы новой студенческой клиентуры, особенно для лиц старшего возраста. В одних случаях предоставляется возможность зачислять на курсы повышения квалификации без особых приёмных требований, а в других случаях имеются специальные критерии для приёма "новых студентов". Имеются также случаи, когда даются преимущества "новым студентам" в рамках общих критериев приёма. Наконец, были введены критерии, представляющие возможность "новым студентам" конкурировать с "традиционными" абитуриентами; в этом случае принимается во внимание стаж производственной работы.

22. Было отмечено, что вопрос доступа к высшему образованию "нетрадиционных" студентов тесно связан с характером курсов, предлагаемых им. В случае, когда характер обучения этих студентов полностью отличается от подготовки традиционных студентов, например, курсы повышения квалификации с коротким сроком обучения, критерии доступа значительно упрощаются. В тех случаях, когда курсы являются составной частью высшего образования и предусмотрены для новых студентов, такие как курсы с коротким сроком обучения, наблюдается снижение интереса к ним со стороны слушателей, а в ряде случаев эти курсы используются для перехода на стационарные отделения вузов. Было отмечено, что в случаях, когда "новые студенты" принимаются на традиционные отделения вузов, во многих странах они не справляются с повышенными требованиями. Были приведены примеры, когда в отдельных случаях организовывались дополнительные занятия с целью подготовки "новых студентов". Это показывает, что система высшего образования не всегда учитывает нужды нетрадиционных студентов. Было отмечено, что изложенная выше проблема вызывает всё возрастающий интерес.

ОРИЕНТАЦИЯ, ИНФОРМАЦИЯ И ПОМОЩЬ, ОКАЗЫВАЕМАЯ ЛИЦАМ, ЖЕЛАЮЩИМ ПОЛУЧИТЬ ВЫСШЕЕ ОБРАЗОВАНИЕ, ОСОБЕННО НОВОЙ СТУДЕНЧЕСКОЙ КЛИЕНТУРЕ

23. При обсуждении рассматриваемых вопросов следует учитывать два аспекта - финансовый и педагогический.

24. Во многих странах наблюдается расширение мероприятий, направленных на ориентацию и информацию лицам, желающим поступить в вузы. В некоторых странах не существует специальных мероприятий, предназначенных для новой студенческой клиентуры. Однако в ряде случаев предоставляется специфическая информация и организуются другие мероприятия для лиц старшего возраста и других новых категорий студентов.

25. В связи с этим было предложено изучить: (а) в какой мере

предварительная подготовка и мотивы поступления в вуз "новой" категории студентов отличаются от мотивов и подготовки других студентов; (б) следует ли для новых студентов организовывать специальные курсы, или они могут обучаться вместе с традиционными студентами. Было предложено провести анализ существующей системы ориентации и информации, связанной с приёмом в высшие учебные заведения.

26. В процессе обсуждения вопроса о помощи новой студенческой клиентуре были отмечены различные виды вузовской деятельности, как например, сотрудничество между предприятиями и вузами, работа преподавательского состава с новой студенческой клиентурой, право студентов на оплачиваемые отпуска и др. В некоторых странах не предусматриваются финансовые льготы для новых студентов. В этой связи было высказано сомнение относительно того, что мероприятия финансовой помощи, предусмотренные для "традиционных" студентов могут оказаться недостаточными для лиц старшего возраста.

СТАТИСТИЧЕСКИЕ АСПЕКТЫ ДОСТУПА К ВЫСШЕМУ ОВРАЗОВАНИЮ

27. Продолжая обсуждение проблемы доступа к высшему образованию в Европе, участники консультативной встречи согласились, что необходимо принять во внимание следующие количественные сведения по этой проблеме за период с 1970/71 по 1975/76 годы:

- общий рост численности студентов;
- отношение числа студентов к общей численности населения;
- распределение студентов по полу;
- общее увеличение студентов нестационарных отделений (включая слушателей курсов переподготовки);
- численность студентов заочных и вечерних отделений;
- распределение студенческого контингента по возрасту;
- распределение студенческого контингента по типам учебных заведений;
- новый приём студентов в вузы;
- число выпускников вузов;
- профессорско-преподавательский состав вузов.

28. Материалы по указанным аспектам позволят выявить усилия Европейских государств в деле развития высшего образования, распределение студенческого контингента по видам обучения (традиционная форма подготовки, вечернее и заочное обучение и др.), а также распределение студентов по возрастным группам. Более того, статистические данные помогут установить распределение студентов по основным отраслям знаний и различным уровням учебных программ.

29. Наконец, должны быть представлены данные о числе иностранных студентов в Европе. Эти данные позволят установить основные тенденции мобильности в различных странах.

ПРЕДЛОЖЕНИЯ О ПЛАНЕ И СОДЕРЖАНИИ ИССЛЕДОВАНИЯ

30. Директором Центра была изложена цель предполагаемого исследования. Было подчеркнуто, что задача настоящего обсуждения не заключается в составлении точного плана исследования; обсуждение имеет своей целью сформулировать предложения и выразить мнение относительно общего содержания и объема исследования, перечислить проблемы, которые должны быть рассмотрены и т.д.

31. Участники согласились с тем, что исследование должно состоять из введения и двух частей: первая аналитическая часть должна осветить общие проблемы доступа к высшему образованию, а вторая часть должна быть посвящена статистическим данным. В дополнение, участники поддержали предложение о включении в исследование библиографического списка литературы.

32. Участники согласились с тем, что введение, наряду с другими вопросами, должно включать: сведения о проделанной в ЮНЕСКО работе по доступу к высшему образованию, освещение проблемы доступа к высшему образованию в общем контексте высшего образования и оценку современного состояния этой проблемы по сравнению с предыдущими годами.

А. Предложения, относящиеся к первой части исследования

33. Относительно плана исследования дебаты развернулись по вопросу о том, следует ли первую часть исследования строить на основе тематического подхода или на основе различных категорий студенческой клиентуры. Некоторые участники согласились с тем, что при решении этого вопроса должна приниматься во внимание роль новой клиентуры. Участники выразили сомнение по следующим вопросам:

- сильно ли отличается политика доступа к высшему образованию новой клиентуры от общей политики доступа к высшему образованию;

- можно ли считать, что в настоящее время основные тенденции и национальная политика государств концентрируется главным образом на вопросах различных типов студенческой клиентуры;

- можно ли считать широко распространенным мнение о том, что во всех областях высшего образования целесообразно поощрять доступ новой студенческой клиентуры.

Большинство участников склонилось к мнению, что первую часть исследования следует строит на основе тематического подхода.

34. Что касается выбора тем, Секретариат сделал следующие предложения :

- социально-экономические факторы, определяющие современное состояние доступа к высшему образованию;

- тенденции национальной политики в вопросе о доступе к высшему образованию;

- ориентация, информация и помощь лицам, желающим поступить в вузы.

35. Были сделаны различные предложения, касающиеся новых тем и дополнений к темам, предложенным секретариатом. Эти предложения сформулированы ниже в пунктах 36-39.

36. Первый список предложений состоит в следующем:

- описание общих тенденций доступа к высшему образованию и национальной политики различных стран в этом вопросе;

- характеристика высшего образования в каждой стране;

- общие выводы, вытекающие из анализа характеристик высшего образования в каждой стране;

- основные проблемы высшего образования и виды на будущее.

37. Во второй список предложений были включены следующие темы, которые должны быть рассмотрены при анализе современных тенденций в политике доступа к высшему образованию:

- анализ целей высшего образования и их воздействие на прием в вузы;

- политика стран в вопросе о непрерывном образовании и ее влияние на критерии и правила приёма;

- приспособление структур и содержания высшего образования к новой клиентуре; воздействие на высшее образование в целом;

- меры по финансированию и по расширению доступа к высшему образованию;

- соотношение между открытым приемом и ограниченным приемом и его воздействие на набор новой клиентуры;

- учёт стажа работы абитуриентов при приёме в вузы.

38. Третий список состоит из следующих тем :

- анализ тенденций основных проблем национальной политики стран в вопросе о доступе к высшему образованию, которые не относятся к новой клиентуре; взаимосвязь этих проблем с проблемами, относящимися к новой клиентуре;

- анализ целей политического и образовательного характера, которые влияют на критерии и правила приёма в вузы;

- изменение процедуры отбора в высшем образовании.

39. В связи с темами, предложенными Секретариатом, были сделаны следующие дополнительные предложения:

- включить в исследование краткий обзор различных систем образования, особенно среднего образования, и в связи с этим рассмотреть систему ограниченного приёма;

- сделать обзор изменений, происшедших в системе приёма студентов и изучить причины и закономерности этих изменений; особое внимание обратить на различия, определяемые областями обучения;

- проанализировать мероприятия, которые могут способствовать введению или расширению возможностей предоставления учебных отпусков;

- проанализировать методы отбора студентов и методы оценки знаний;

- проанализировать критерии и правила приёма для абитуриентов старшего возраста;

- внимательно изучить различные определения новой студенческой клиентуры, а также цели в политике стран в вопросе новой клиентуры; изучить также причины существующих различий в национальной политике стран Европы в вопросе о новой клиентуре;

- проанализировать также тенденции в национальной политике различных стран - каковы общие факторы, имеется ли общая стратегия и т.д.;

- изучить вопрос о том, следует ли обучение новой клиентуры проводить на том же уровне, что и обучение других студентов; отрицательные стороны, если предположить, что обучение проводится на различных уровнях;

- при подготовке исследования большее внимание обратить не на прогнозы, связанные с будущим, а на изучение тенденций, которое основано на опыте предыдущих лет.

Б. <u>Предложения, относящиеся ко второй части исследования</u>

40. Следуя предложениям, которые были сделаны секретариатом в приложении к рабочему документу, участники Консультативной встречи согласились в следующем:

41. В исследовании следует главным образом проанализировать характеристику тенденций в приёме студентов в Вузы за период с 1970/1971 по 1975/1976 годы. Общее расширение приема студентов в этот период должно быть сопоставлено с предыдущим периодом. За основной критерий оценки достижений европейских государств в области образования должно быть принято отношение числа студентов к общему числу народонаселения. Следует также принять во внимание данные о новом приёме.

42. Посредством анализа различных переменных следует попытаться изучить общий рост числа студентов и расчленить его на различные элементы. В анализе распределения числа студентов по полу следует отметить противоречия, которые могут иметь место в высшем образовании. В некоторых случаях предоставляется возможность изучить различие в росте числа студентов в зависимости от типа учебных заведений, особенно в университетах и других вузах. В отдельных случаях число студентов, обучающихся в нестационарных отделениях вузов может быть очень большим.

43. Таким образом, могут быть определены изменения в распределении числа студентов по возрастным группам. Эти данные могут быть полезны для определения отношений между числом учащихся различных возрастных групп.

44. В исследовании следует рассмотреть также вопрос об изменении числа студентов в соответствии с основными областями обучения, а также в соответствии с различными уровнями учебных программ.

45. Следует также рассмотреть данные, относящиеся к преподавательскому составу высших учебных заведений, данные об отношении числа учащихся средних школ к числу зачисленных в Вузы, а также данные об отсеве студентов.

46. Наконец, в исследовании следует рассмотреть число иностранных студентов в Европе и изучить характеристики, определяющие движение студентов между различными европейскими странами.

47. В дополнение к предыдущему были сделаны также следующие предложения:

- следует просить статистическое бюро ЮНЕСКО провести подробный анализ разнообразных областей обучения и анализ разнообразных категорий студентов;

- для того, чтобы получить информацию о факторах, связанных с доступом, и недостаточно изученных статистическим бюро ЮНЕСКО, необходимо выяснить, следует ли в данном исследовании анализировать работы, выполненные в более ограниченном масштабе, чем исследования ЮНЕСКО.

WORKING DOCUMENT

I. PROBLEM FOR CONSIDERATION

1. The problem of access to higher education, with its various social, economic, cultural and human implications, provides governments with one of their major preoccupations as far as educational policy is concerned. It is for this reason that Unesco has been endeavouring for many years to collect and analyse information on this problem, so that its Member States may evaluate and orient their own policy in the light of other countries' experiences.

2. One of the first studies, entitled "Access to higher education" edited by Frank Bowles (Vol. I, 1963, and Vol. II, 1965) was thus prepared in the framework of a joint Unesco/International Association of Universities programme. In 1967, the first Conference of Ministers of Education of European Member States, which met in Vienna, had as its theme "Access to higher education in Europe". The second Conference, devoted this time to "Higher Education in Europe" in a more general context (Bucharest, 1973), considered various aspects of the problem of access to post-secondary education. Two conclusions were unanimously adopted in this respect; the first stated: "Mass access to post-secondary and higher education must be facilitated by gearing higher education to their needs and providing them at the same time with scientific, cultural and civic training"; the second declared: "Any restriction of access to higher education and any reform of its structures must take the prospects of life-long education into account. The following principles must always be observed in any steps which are taken: a) selection can never be irreversible; b) higher education is always available to any person, of whatever social background, who is able to profit from it and use the knowledge he acquires for access to culture, his personal development and the good of all". (Second Conference of Ministers of Education of European Member States, Final report, pages 21-22).

3. Although such conclusions are still valid, some of the data seems to have changed considerably since 1973. In fact, the constant increase in almost all the European States of the number of pupils enrolled in secondary education and extension of the compulsory school attendance period has only increased the demand for access to higher education. On the other hand, efforts to democratize education, scientific and technical progress and the employment market's changing requirements have made it increasingly imperative for higher education to be fitted into the context of life-long education, involving access to post-secondary education by a new student population, essentially composed of working people. Concurrently with these new tendencies, several European States

have been faced, following recent international events, with economic and budgetary difficulties which have greatly influenced the trend of their educational policies.

4. These various factors, as well as others, have had important repercussions on access to higher education and this problem seems to be arising in a certain number of countries in new forms. There has been a notable change in the distribution of students according to the type of institution and branch of study, age group and social background. Moreover, in the course of recent years, many countries have introduced procedures, admission rules and new regulations and in certain cases have tried to adopt original solutions.

5. Being aware of this development, Unesco has decided to collate the most recent information on access to higher education in the European Member States and to publish the data in the form of a Study. This Study will thus not only up-date the particulars presented on this subject at the Bucharest Conference in 1973, but in addition will provide an in-depth reflection on the question and on new conditions that have arisen since that date.

6. In order that this work may be carried out on the basis of an analysis of national realities, rather than à priori notions, a questionnaire was addressed to Member States of the European Region in July 1977 in order to make a systematic collection of information required for the Study, which can thus be elaborated on a comparative basis. Annex I of the present document contains that part of the questionnaire dealing with the collection of the information.

II. PURPOSE OF THE CONSULTATION AND THEMES FOR DISCUSSION

7. In the framework of the preparation of the Study, it was thought that it would be useful to bring together for a preliminary consultation several specialists originating from Member States of the Region. The aim of this meeting is thus to exchange views and experiences on the situation on access to higher education as it appears in the countries of the region, and in particular in those from which the experts come, and on the other hand, to work out suggestions for dealing with this question, which will be used when drawing up the plan and definition of the content of the envisaged Study.

8. As regards examination of national situations, the participants are required to refer mainly to the text of the questionnaire. Particular attention could be given to the following points:

- evolution and recent trends in national policies on access to higher education, particularly since 1973;
- conditions and criteria governing access to higher education, particularly with regard to new groups of students

for higher education (adults, working people, etc.);

- guidance, information and help given to those people wishing to enrol in higher education courses, particularly the new populations.

9. From their own experience, participants will endeavour to study how best to reflect the multiplicity of these national situations in the envisaged study and to examine how certain problems considered to be particularly important and significant can be tackled. The exchanges of views concerning the questions as such of access to higher education could in particular cover several large fields such as: the quantitative evolution of the demand for access and enrolments in higher education, and the causes to which this evolution should be attributed; the changes that have occurred in the composition of the student population with regard to different age groups and social background; the important trends of access to higher education in relation to the diversification of structures; changes that have come about in conditions of admission to higher education, mainly with regard to the new student population (adults, working people, etc.); the main experimental innovations implemented in access to higher education and the forecasts of the States in this field.

10. On this occasion the participants will also be invited to exchange views on the statistical document which will complete the Study. Unesco's Office of Statistics, which has for many years been collecting from the Member States a certain amount of data on access to higher education, will in fact up-date the information published in this context at the Second Conference of Education Ministers and will contribute to it several new elements. A draft plan for this statistical study is provided in Annex II.

11. All the suggestions made by the participants at this consultation will be analysed and used when drawing up the plan of the Study which will be definitively put in its final form after analysis of the replies to the Questionnaire. The publication which will be the result of this work will not therefore have any normative character. It will be restricted to presenting, in the light of the present situation in the European Region, and of identifiable trends, certain indications which may help those who, for various reasons, are interested in these problems and are responsible for finding solutions to them.

Extract from the

QUESTIONNAIRE ON ACCESS TO HIGHER EDUCATION IN EUROPE

INFORMATION REQUESTED

The following seem to be the main questions on which information and documentation appear to be called for:

I. What are the major changes and the main trends to have emerged in your country in respect of access to higher education over the last few years ?

- What changes have been noted in the distribution of student numbers among the different types of institution and branches of study, and in the age, sex, socio-economic group and geographical origin (distribution between urban and rural areas) of the student population ?
- What are the main problems raised by these changes in your country ?

II. What are the main reasons for these changes and new trends ? (political or socio-economic factors, changes in the educational system, particularly at secondary level, other factors).

III. Have any important constitutional, legislative or statutory texts on access to higher education been adopted in your country recently, and in particular since 1973 ?

- If the answer is in the affirmative, what are the main provisions and objectives of these texts ? (Please attach the main texts adopted).
- Are any such legislative texts now being prepared ?
- Are the new texts, whether already adopted or in preparation, likely to broaden access to higher education or, on the contrary, to restrict it ? (Please supply information on the application of these provisions to the different branches of study, if necessary).
- To what extent do the provisions now in force or in preparation meet the needs of society and of the individual for access to higher education, and to what extent are they linked with manpower requirements ?

IV. What conditions and criteria are applied to access to higher educational establishments in your country ?

Replies under this heading will refer more especially to the following questions, mentioning important changes which have taken place during the last few years, and in particular since 1973 :

- To what extent is access to higher education affected by restrictive factors at the level of secondary education (length of the period of compulsory education, specialization, etc.) ? Are there any preparatory courses leading up to higher education, in the form of a pre-university year or similar type of course ? Is there any continuity from the programmes of secondary education to those of higher education ?
- Which authorities determine the conditions and criteria to be applied to access to higher education in respect of universities and equivalent establishments and in respect of other higher educational establishments ?
- Are these criteria the same for the different higher educational institutions, for the different types of course and for training for the different professions ? If not, are there provisions allowing for transfer from one type of institution to another ? Is there any tendency to harmonize the criteria for admission to the different types of institution ?
- Is admission to higher educational institutions based on
  - . secondary school leaving certificates or on marks awarded in secondary education ?
  - . on the results of an entrance examination ?
  - . on selection during the first one or two years of higher education ?
- Is access to higher education conditional on the completion of civic or military service ?
- Are special admission requirements set for adults and for working people whether or not they have a secondary school leaving certificate, either in ordinary higher educational institutions, or in other institutions or programmes organized specially for them, or in vocational re-training and further training courses ?
- Are special admission requirements set for foreign students ?

V. Are there any provisions in your country which establish the principle of "<u>numerus clausus</u>" ?

You may here wish to refer more especially to the following questions, mentioning any recent changes.

- If the principle of "numerus clausus" is applied, what reasons justify its application ?

- Is "numerus clausus" operated

  . at national level ?

  . for certain types of institution only ?

  . by individual institutions ?

  . for your own nationals or for foreign students ?

- Is "numerus clausus" applied :

  . at the enrolment stage ?

  . during the course of study ?

  . for the doctor's degree or for research ?

- How does "numerus clausus", where it is applied, affect the number of applications for admission to the different types of establishment ? to the different course of study ?

VI. What measures or provisions have been adopted for guidance and information ?

Here you could refer in particular to the following questions, mentioning the most recent changes.

- What measures are taken to inform pupils and students on the different institutions and types of higher study and training ? Is this information supplied at secondary school level ?
- Is the choice of certain types of institution or courses of study encouraged :

  . by means of more favourable or more flexible admission requirements ?

  . by incentives or financial assistance on the completion of secondary studies or during the course of higher study ?

  . by the guarantee of employment on the completion of studies ?

  . by the prospect of promotion or mobility on completion of the course of higher study ?

- What special measures are taken for the information and guidance of new groups of students (adults, working people, etc.) desiring access to either traditional or new types of higher education ?

VII. What are the main financial provisions ? Is access to higher education free or do matriculation fees have to be paid ? What are the main forms of financial assistance granted to students (scholarships, allowances, loans, services or

practical assistance) ? Are there any special provisions for the benefit of certain groups (socio-economically disadvantaged groups; adult workers, in connexion with general studies or further vocational training or re-training; foreign nationals) ?

VIII. What are the main problems and provisions connected with mobility which should be mentioned for their effect on admission problems ? For example, are there any provisions for mobility between new types of establishments and courses (short advanced courses, vocational further training or re-training courses, correspondence courses or distance teaching, evening classes, special extra tuition courses, etc.) and the traditional forms of higher education ?

IX. What is the average wastage ratio (relation between the number of new entrants and the number of graduates for the same student cohort) in higher education in your country for the different types of institution ? for the different courses ? for the different types of student (students of 18 to 24 years of age, adults, working people, etc.) ?

X. What are the main studies and surveys to have been carried out into the problems of access to higher education and the planning of access to higher education in your country, either by the appropriate services of the responsible authorities (government departments, university bodies or universities) or by specialists on an individual basis ? What are the main studies and surveys to have been carried out into associated problems such as the relations between secondary education and higher education or the relationship between access to higher education and manpower planning ?

XI. What are the main experimental innovations now in operation in your country in respect of access to higher education ? How do the authorities of your country envisage further developments in this field over the next few years ?

STUDY ON ACCESS TO HIGHER EDUCATION IN EUROPE

STATISTICAL DOCUMENT

Proposed plan

1. Overall increase of numbers (1970/71 to 1975/76) and comparison with previous years;
2. Development of the relationship between student numbers and the total population;
3. Development of new enrolments;
4. Distribution of numbers by sex;
5. Students by type of institution (university and non-university);
6. Part-time students;
7. Distribution of the numbers by age and degree of scholarity by age;
8. Numbers of students per branches of study;
9. Numbers of students according to the level of programme of studies and by branch of study;
10. Foreign students and circulation of students between different countries.

DOCUMENT DE TRAVAIL

I. PROBLEMATIQUE

1. Le problème de l'accès à l'enseignement supérieur, avec ses implications diverses d'ordre social, économique, culturel et humain, constitue dans le domaine de la politique de l'éducation une des préoccupations majeures des gouvernements. C'est pour cette raison que l'Unesco s'est efforcée, depuis de nombreuses années, de réunir et d'analyser des informations relatives à ce problème, afin de permettre à ses Etats membres d'avaluer et d'orienter leur propre politique, à la lumière d'expériences réalisées dans d'autres pays.

2. Une première étude intitulée: "Accès à l'enseignement supérieur", rédigée par Frank Bowles (Vol. I, 1963, Vol. II, 1965), fut ainsi préparée dans le cadre d'un programme conjoint Unesco/Association internationale des universités. En 1967, la première Conférence des ministres de l'éducation des Etats membres d'Europe, réunie à Vienne, eut pour thème: "L'accès à l'enseignement supérieur en Europe". La deuxième Conférence, consacrée cette fois à "L'enseignement supérieur en Europe" dans un contexte plus large (Bucarest, 1973), se pencha à son tour sur divers aspects du problème de l'accès à l'enseignement postsecondaire. Deux conclusions furent à cet égard adoptées à l'unanimité: la première affirmait: "Il faut favoriser l'accès des masses à l'éducation, à l'enseignement postsecondaire et supérieur, en adaptant à leurs besoins l'enseignement supérieur et en leur donnant en même temps une formation scientifique et culturelle, ainsi qu'une formation de citoyens"; la seconde déclarait: "Toute restriction de l'accès à l'enseignement supérieur et toute réforme des structures de cet enseignement doivent tenir compte de la perspective de l'éducation permanente. Les mesures prises doivent toujours satisfaire aux principes suivants: (a) une sélection ne peut jamais être irréversible; (b) la participation aux études supérieures reste toujours ouverte à toute personne capable, quelle que soit son origine sociale, d'en bénéficier et d'utiliser ses connaissances acquises pour un accès à la culture, pour son développement personnel et pour le bien de tous". (Deuxième Conférence des ministres de l'éducation des Etats membres d'Europe, Rapport final, pp. 21-22).

3. Bien que de telles conclusions demeurent toujours actuelles, certaines données du problème semblent avoir considérablement évolué depuis 1973. En effet, l'accroissement constant dans presque tous les Etats européens, du nombre d'élèves inscrits dans l'enseignement secondaire et l'allongement de la période de scolarisation obligatoire n'a fait qu'accroître la demande d'accès à

l'enseignement supérieur. D'autre part, les efforts en faveur de la démocratisation de l'éducation, les progrès scientifiques et techniques et l'évolution des besoins du marché de l'emploi ont imposé sans cesse davantage, la nécessité d'inscrire l'enseignement supérieur dans une perspective d'éducation permanente, impliquant l'accès à l'enseignement postsecondaire, d'une clientèle étudiante nouvelle, essentiellement composée de personnes déjà engagées dans la vie active. Parallèlement à ces nouvelles tendances, plusieurs Etats européens ont dû affronter à la suite des récents événements internationaux, des difficultés d'ordre économique et budgétaire ayant considérablement influencé l'orientation de leurs politiques éducatives.

4. Ces différents facteurs, entre autres, ont eu des répercussions importantes en ce qui concerne l'accès à l'enseignement supérieur et il semble que ce problème se présente dans un certain nombre de pays, en termes nouveaux. La répartition des étudiants par type d'établissement et branche d'études, par groupe d'âge et selon l'origine sociale des étudiants, a notamment évolué. Par ailleurs, de nombreux pays ont introduit, au cours des dernières années, des procédures, des règlements d'admission et des dispositions nouvelles en la matière, et tenté dans certains cas d'adopter des solutions originales.

5. Consciente de cette évolution, l'Unesco a décidé de réunir les informations les plus récentes relatives à l'accès à l'enseignement supérieur dans les Etats membres d'Europe, et de publier sous forme d'Etude les données ainsi recueillies. Cette Etude comportera donc non seulement une mise à jour des données présentées à cet égard lors de la Conférence de Bucarest en 1973, mais en outre une réflexion approfondie sur la problématique et les conditions nouvelles intervenues depuis cette date.

6. Afin d'entreprendre ce travail, non à partir de notions à priori, mais sur la base d'une analyse des réalités nationales, un questionnaire a été adressé aux Etats membres de la Région Europe en juillet 1977, afin de procéder à une collecte systématique des informations nécessaires à l'Etude, et de pouvoir ainsi les élaborer sur une base comparative. On trouvera en Annexe I au présent document, la partie de ce questionnaire portant sur la collecte proprement dite de l'information.

II. OBJECTIF DE LA CONSULTATION ET THEMES DE DISCUSSION

7. Dans le cadre de la préparation de l'Etude, il a semblé par ailleurs utile de réunir en vue d'une consultation préliminaire quelques spécialistes originaires d'Etats membres de la Région. Le but de cette réunion est donc de procéder à un échange de vues et d'expériences sur la situation en matière d'accès à l'enseignement supérieur, telle qu'elle se présente dans les pays de la Région, notamment dans ceux dont les experts sont ressortissants, et d'autre part, d'élaborer des suggestions quant au traitement de cette question, qui seront utilisées lors de l'élaboration du plan et de la définition du contenu de l'Etude envisagée.

8. En ce qui concerne l'examen des situations nationales, les participants sont appelés à se référer principalement au texte du questionnaire. A cette occasion, une attention particulière pourrait être portée, notamment, aux différents points suivants:

- évolution et tendances récentes concernant les politiques nationales relatives à l'accès à l'enseignement supérieur, particulièrement depuis 1973;
- conditions et critères d'accès à l'enseignement supérieur concernant en particulier les nouvelles clientèles de l'enseignement supérieur (adultes, personnes déjà engagées dans la vie active, etc.);
- orientations, information et aide prêtées aux personnes désireuses d'accéder à l'enseignement supérieur, particulièrement en ce qui concerne les nouvelles clientèles.

9. Sur la base de leur propre expérience, les participants s'efforceront d'étudier la meilleure manière de réfléter la multiplicité de ces situations nationales dans l'étude envisagée, et d'examiner la manière dont pourrait être abordé le traitement de certains problèmes considérés comme particulièrement importants et significatifs. Les échanges de vues relatifs à la problématique proprement dite de l'accès à l'enseignement supérieur pourraient notamment couvrir quelques grands domaines tels que: l'évolution quantitative de la demande d'accès et des inscriptions dans l'enseignement supérieur, et les causes auxquelles cette évolution doit être attribuée; les changements intervenus dans la composition de la population étudiante en ce qui concerne les différents groupes d'âge et l'origine sociale des étudiants; les grandes tendances de l'accès à l'enseignement supérieur par rapport à la diversification des structures; les changements intervenus dans les conditions d'admission à l'enseignement supérieur, principalement en ce qui concerne les nouvelles populations étudiantes (adultes, personnes déjà engagées dans la vie active, etc.); les principales innovations expérimentales réalisées en ce qui concerne l'accès à l'enseignement supérieur, et les vues prospectives des Etats dans ce domaine.

10. A cette occasion, les participants seront invités à procéder également à un échange de vues relatif au document statistique qui complètera l'Etude. L'Office des statistiques de l'Unesco, qui collecte depuis de nombreuses années auprès des Etats membres, un certain nombre de données portant sur l'accès à l'enseignement supérieur, procédera en effet à une mise à jour des données publiées dans ce contexte, lors de la deuxième Conférence des ministres de l'éducation, et y apportera quelques éléments nouveaux. Un projet du plan pour cette étude statistique est fourni en Annexe II.

11. L'ensemble des suggestions formulées par les participants lors de cette consultation sera analysé et utilisé lors de la rédaction du plan de l'Etude qui sera définitivement mis au point à l'issue du dépouillement des réponses au Questionnaire.

La publication qui résultera de ce travail n'aura donc aucun caractère normatif. Elle se bornera à présenter, à la lumière de la situation actuelle dans la Région Europe et des tendances qu'on peut déceler, certaines indications qui seront peut-être de nature à aider ceux qui, à des titres divers, s'intéressent à ces problèmes et ont la responsabilité de leur trouver des solutions.

Extrait du

QUESTIONNAIRE SUR L'ACCES A L'ENSEIGNEMENT SUPERIEUR EN EUROPE

INFORMATIONS DEMANDEES

Parmi les questions sur lesquelles des indications et une documentation paraissent nécessaires, les principales semblent être les questions suivantes:

I. Quelles sont les principales transformations et les principales tendances observées dans votre pays en matière d'accès à l'enseignement supérieur, au cours des dernières années ?

- Quelle est en particulier l'évolution observée quant à la répartition des effectifs par type d'institution et par branche d'études, ainsi que l'évolution intervenue selon le groupe d'âge des étudiants, le sexe, le groupe socio-économique et l'origine géographique (répartition entre régions urbaines et rurales).
- Quels sont les principaux problèmes qui ont été posés dans votre pays par l'évolution constatée ?

II. Y a-t-il eu des textes constitutionnels, législatifs ou règlementaires importants en matière d'accès à l'enseignement supérieur adoptés dans votre pays au cours des dernières années et notamment depuis 1973 ?

- Dans l'affirmative, quelles sont les principales dispositions et orientations de ces textes ? (prière de bien vouloir joindre les principaux textes adoptés à cet égard).
- De tels textes législatifs ou règlementaires sont-ils actuellement en préparation ?
- Les nouveaux textes adoptés ou en préparation vont-ils dans le sens d'une plus grande ouverture ou au contraire dans le sens d'une limitation de l'accès à l'enseignement supérieur ? (prière de fournir le cas échéant les précisions nécessaires quant à l'application de ces dispositions aux différentes branches d'études).
- Dans quelle mesure les dispositions en vigueur ou en préparation, répondent-elles à la demande sociale et individuelle d'accès à l'enseignement supérieur et sont-elles liées à la demande en main-d'oeuvre ?

IV. Quelles sont les conditions et critères d'accès aux établissements d'enseignement supérieur, en vigueur dans votre pays ?

On se référera notamment, sous cette rubrique, aux questions suivantes, en signalant les changements importants intervenus au cours des dernières années, et en particulier depuis 1973:

- Dans quelle mesure l'accès à l'enseignement supérieur est-il influencé par des facteurs restrictifs au niveau de l'enseignement secondaire (durée de la période de scolarisation obligatoire; spécialisation par branches d'études, etc.) ? Existe-t-il des cours préparatoires à l'enseignement supérieur, sous forme d'année propédeutique ou autre ? Y a-t-il continuité des programmes entre l'enseignement secondaire et l'enseignement supérieur ?
- Quelles sont les autorités qui déterminent les conditions et critères d'accès à l'enseignement supérieur, pour les universités et établissements équivalents, et pour les autres établissements d'enseignement supérieur ?
- Ces critères sont-ils les mêmes pour les différentes institutions d'enseignement supérieur, pour les différents types d'études, et pour les préparations aux différentes professions ? Sinon, existe-t-il des dispositions permettant d'assurer la mobilité d'un type d'institution à un autre ? Constate-t-on une tendance à l'harmonisation des critères d'admission aux différents types d'institutions ?
- L'admission aux institutions d'enseignement supérieur se fait-elle sur la base:
  - . des diplômes de fin d'études secondaires ou de notes obtenues dans l'enseignement secondaire ?
  - . d'un examen d'entrée ?
  - . d'une sélection effectuée au cours de la première ou des deux premières années d'enseignement supérieur ?
- L'accomplissement d'un service civique ou militaire obligatoire conditione-t-il l'accès à l'enseignement supérieur ?
- Existe-t-il des conditions d'admission spéciales pour les adultes, et pour les personnes engagées dans la vie active, qu'elles disposent ou non d'un diplôme de fin d'études secondaires, soit dans les institutions d'enseignement supérieur ordinaire, soit dans d'autres institutions ou programmes organisés à leur intention, ou aux cours de recyclage ou de perfectionnement professionnel ?
- Existe-t-il des conditions d'admission spéciales pour les étudiants étrangers ?

V. Existe-t-il dans votre pays des dispositions instituant le "numerus clausus" ?

Sous cette rubrique, vous souhaiterez peut-être vous référer, en particulier, aux questions suivantes, en signalant les modifications les plus récentes.

- Si le "numerus clausus" est pratiqué, quelles sont les raisons qui justifient son application ?
- Le "numerus clausus" est-il appliqué
  - à l'échelle nationale ?
  - pour certains types d'institutions seulement ?
  - à l'échelon des institutions ?
  - pour les ressortissants de votre pays ou pour les étudiants étrangers ?
- Le "numerus clausus" intervient-il à l'inscription ? en cours d'études ? au niveau du doctorat ou de la recherche ?
- Quel est le rapport entre le nombre des demandes d'admission et le "numerus clausus" lorsqu'il existe, par type d'établissement ? par branche d'étude ?

VI. Quelles sont les dispositions et mesures en vigueur en matière d'<u>orientation et d'information</u> ?

Sous cette rubrique, vous pourriez vous référer notamment aux questions suivantes, en signalant les modifications les plus récentes.

- Quelles sont les mesures prises pour assurer l'information des élèves et des étudiants sur les différentes institutions et types d'études et de formation de niveau supérieur ? Ces informations sont-elles données dès l'enseignement secondaire ?
- L'orientation vers certains types d'institutions ou d'études est-elle encouragée
  - par des critères d'admission plus favorables ou plus souples ?
  - par des incitations ou une aide financière, à la sortie de l'enseignement secondaire ou en cours d'études ?
  - par une garantie d'emploi à la fin des études ?
  - par des possibilités de promotion ou de mobilité à la fin des études ?
- Quelles sont les mesures particulières prises en vue d'assurer l'information et l'orientation des nouvelles populations étudiantes (adultes, personnes déjà engagées dans la vie active, etc.) désireuses d'accéder aux formes

traditionnelles ou aux nouvelles formes d'enseignement supérieur ?

VII. Quelles sont les principales dispositions en matière financière ? L'accès à l'enseignement supérieur est-il gratuit ou soumis à des droits d'inscription ? Quelles sont les principales formes d'aide financière allouées aux étudiants (bourses, allocations, prêts, services ou avantages en nature) ? Existe-t-il des dispositions spéciales en faveur de certains groupes (groupes socio-économiques défavorisés; adultes engagés dans la vie active, pour des études d'enseignement général ou de perfectionnement professionnel ou de recyclage; ressortissants de pays étrangers) ?

VIII. Quels sont les principaux problèmes et les principales dispositions en matière de mobilité qui méritent d'être signalées en raison de leurs incidences sur les problèmes relatifs à l'admission ? Par exemple, existe-t-il des dispositions assurant la mobilité entre les établissements et programmes de type nouveau (cycles supérieurs courts, programmes de recyclage ou de perfectionnement professionnel), enseignement par correspondance ou enseignement à distance, cours du soir, cours de rattrapage, etc.) et les formes traditionnelles d'enseignement supérieur ?

IX. Quelle est dans votre pays, la moyenne des déperditions dans l'enseignement supérieur (relation entre le nombre de nouveaux entrants et le nombre de diplômés pour une même cohorte d'étudiants) par type d'institution ? par branche d'étude ? par type de clientèle (étudiants de 18 à 24 ans, adultes, personnes déjà engagées dans la vie active, etc.).

X. Quelles sont les principales études et recherches effectuées sur les problèmes de l'accès à l'enseignement supérieur et sur la planification de l'accès à l'enseignement supérieur dans votre pays, soit par les services compétents des autorités responsables (départements ministériels, organismes universitaires ou universités), soit à titre individuel par des spécialistes ? Quelles sont les principales études et recherches effectuées sur des problèmes connexes tels que les relations entre l'enseignement secondaire et l'enseignement supérieur ou les relations entre l'accès à l'enseignement supérieur et la planification de la main-d'oeuvre ?

XI. Quelles sont dans votre pays les principales innovations expérimentales actuellement en cours, en matière d'accès à l'enseignement supérieur ? De quelle manière les autorités de votre pays envisagent-elles l'évolution à venir dans ce domaine, au cours des prochaines années ?

ETUDE SUR L'ACCES A L'ENSEIGNEMENT SUPERIEUR EN EUROPE

DOCUMENT STATISTIQUE

Projet de plan

1. Croissance globale des effectifs (1970/71 à 1975/76 et comparaison avec les années antérieures);
2. Evolution du rapport entre les effectifs d'étudiants et la population totale;
3. Evolution des nouveaux inscrits;
4. Répartition des effectifs par sexe;
5. Etudiants par type d'établissement (universitaire et non-universitaire);
6. Etudiants à temps partiel;
7. Répartition des effectifs par âge et taux de scolarisation par âge;
8. Effectifs d'étudiants par branches d'études;
9. Effectifs d'étudiants selon le niveau du programme d'études et par branches d'études;
10. Etudiants étrangers et circulation des étudiants entre les différents pays.

РАБОЧИЙ ДОКУМЕНТ

I. ИЗЛОЖЕНИЕ ПРОВЛЕМЫ

I. Проблема доступа к высшему образованию с вытекающими отсюда различными социальными, экономическими, культурными и гуманитарными последствиями становится одним из главных предметов озабоченности правительств в политике образования. Именно по этой причине ЮНЕСКО уже в течение многих лет прилагает усилия для сбора и анализа информации по данному вопросу с тем, чтобы государства-члены могли оценить и переориентировать свою политику с учетом опыта других стран.

2. Одним из первых исследований в этой области была работа "Доступ к высшему образованию", проведенная в рамках совместной программы ЮНЕСКО и Международной ассоциации университетов и подготовленная к изданию Франком Воулесом /Вып.I, 1963 год и Вып.2, 1965 год/. Проходившая в 1967 году в Вене Первая конференция министров образования европейских государств-членов обсуждала исключительно тему "Доступ к высшему образованию в Европе". На Второй конференции министров /Бухарест, 1973 год/, посвященной теме "Высшее образование в Европе", уже в более широком масштабе дискутировались различные аспекты доступа к послесреднему образованию. Единогласно были одобрены два заключения, касающиеся следующего: первое - массовый доступ к высшему образованию должен облегчить приспособление послесреднего и высшего образования к растущим потребностям и, в то же время, обеспечить необходимую научную, культурную и гражданскую подготовку; второе - любые ограничения в вопросе доступа к высшему образованию и любые реформы в его структуре должны иметь ввиду перспективы непрерывного образования. Должны соблюдаться следующие принципы в любых шагах, предпринимаемых в данном направлении: а) принцип отбора никогда не может быть непреложным; б) высшее образование является доступным для всех лиц, независимо от их социального положения, имеющих возможность воспользоваться и использовать полученные знания для повышения культуры, своего собственного развития и всеобщей пользы /Вторая конференция министров образования европейских государств-членов. Заключительный отчет, стр.21-22/.

3. Хотя сделанные выводы вполне остаются в силе и по сей день, некоторые факты, кажется, свидетельствуют о значительных изменениях, происшедших после 1973 года. Действительно, постоянный рост учащихся средней школы и увеличение периода обязательного обучения означают, в итоге, рост потребностей в получении затем высшего образования. С другой стороны, усилия по демократизации образования, прогресс науки и техники и изменения в составе вновь начинающих производственную деятельность настоятельно диктуют

требование, чтобы высшее образование приспосабливалось к потребностям в непрерывном образовании, включая в себя доступ к послесреднему образованию новых категорий студенчества, преимущественно состоящих из работающих лиц. Параллельно с этими новыми тенденциями некоторые европейские страны столкнулись с рядом других общих явлений, включая экономические и финансовые трудности, которые также весьма влияют на тенденции в их политике образования.

4. Эти различные факторы, наряду с рядом других, находят отражение в вопросах допуска к высшему образованию, причем проблемы проявляются в определенных странах все в новой форме. В частности, имели место заметные изменения в вопросах распределения студентов в зависимости от типа учебных заведений и отрасли знаний, возраста и социального положения. Кроме того, в течение последних лет многие страны ввели ряд процедур, принципов и правил приема и в ряде случаев проверили на практике свои оригинальные решения проблемы.

5. Сознавая важность дальнейшего развития, ЮНЕСКО приняло решение тщательно изучать и сравнивать как можно больше поступающей новой информации по вопросу доступности высшего образования в европейских государствах-членах и публиковать данные в форме исследований. Готовящееся исследование будет касаться, таким образом, не только вопросов, затронутых по данной теме на Бухарестской конференции в 1973 году, но и предусматривает своей целью уяснить общие соображения по вопросу и новые условия, возникшие после указанной даты.

6. В этих целях данная работа может быть выполнена на основе анализа существующего национального опыта, что более предпочтительно, чем метод априори, а также с учетом ответов на анкету, которая была разослана государствам-членам в июле 1977 года с тем, чтобы сделать систематическим сбор необходимой для исследования информации. Оно будет совершенствоваться, таким образом, на сравнительной основе. Из Приложения I настоящего документа видно, что часть вопросов анкеты касается сбора соответствующей информации.

II. НАЗНАЧЕНИЕ КОНСУЛЬТАТИВНОЙ ВСТРЕЧИ И ТЕМЫ ДЛЯ ОБСУЖДЕНИЯ

7. Признано полезным в рамках подготовки предстоящего исследования провести предварительную консультативную встречу ряда специалистов в области новых начинаний из государств-членов региона Целью встречи, таким образом, должен стать обмен мнениями и опытом по вопросу положения с доступом к высшему образованию так, как он представляется себе в различных странах региона и, в частности, собравшимся экспертам. С другой стороны встреча позволит разработать предложения по данному вопросу, которые могут быть использованы для подготовки плана и окончательного определения содержания предполагаемого исследования.

8. Что касается конкретно существующего положения в странах, то участники встречи для его рассмотрения могут обратиться к тексту разосланной заранее анкеты. Особое внимание в ней уделено следующим моментам:

- эволюция и современные тенденции национальной политики стран в вопросах, касающихся доступа к высшему образованию, особенно после 1973 года;

- условия и критерии, определяющие доступ к высшему образованию и касающиеся,в частности, новых категорий поступающих в высшие учебные заведения /взрослые, работающие лица и др./;

- вопросы руководства, информации и помощи, оказываемой лицам, желающим получить высшее образование, особенно новым категориям поступающих.

9. С учетом своего опыта участники заседания могут проанализировать вопрос о том, как лучше отразить многообразие положения в их странах в данном исследовании, рассмотреть, какие определенные проблемы следует считать особенно важными и существенными. Обмен мнениями по такому вопросу, как доступность высшего образования охватывает ряд широких областей, таких как: качественная эволюция потребностей в допуске и приеме в высшие учебные заведения, причины, по которым такая эволюция носит весьма характерный признак; изменения, имеющие место в составе студенчества и принимая при этом во внимание различные возрастные группы и социальное положение; наиболее важные тенденции в вопросах доступа к высшему образованию, связанные с диверсификацией структур; изменения в условиях приема в высшие учебные заведения, главным образом связанные с новым составом студенчества /взрослые, лица занятые трудом и т.д./; основные нововведения, применяемые в порядке эксперимента в вопросах допуска к высшему образованию и прогнозы стран в этой области.

IO. Участникам встречи предлагается в этой связи высказать мнения относительно статистических документов, которые могут быть включены в исследование. Служба статистики ЮНЕСКО, в течение многих лет получающая определенное количество сведений о доступе к высшему образованию в государствах-членах, готовит к публикации информационный сборник по данной теме с использованием документов Второй конференции министров образования и дополненное рядом новых элементов. Примерный план данного статистического исследования дается в Приложении 2.

II. Все предложения участников Консультативной встречи будут тщательно проанализированы и учтены при разработке плана намечаемого исследования. В окончательной форме исследование будет завершено после анализа ответов на распространенную среди государств-членов анкету. Результатом проведенной работы явится публикация, которая, однако, не будет иметь строго нормативный характер. Она будет ограничена только настоящим временем, существующим положением в европейском регионе и сопоставимыми тенденциями. Тем не менее, определенные указания в данном исследовании, в силу различных соображений, могут оказать помощь тем, кто интересуется данными проблемами и тем, кто несет ответственность за их решение.

Выдержки из

ВОПРОСНИКА О ДОСТУПЕ К ВЫСШЕМУ ОВРАЗОВАНИЮ В ЕВРОПЕ

ЗАПРОШЕННЫЕ ИНФОРМАЦИИ

В числе вопросов, по которым, видимо, необходимо иметь данные и документацию, основными, как представляется, являются следующие:

I. Какие основные изменения и основные тенденции отмечаются в вашей стране в области доступа к высшему образованию за последние годы?

- Какая, в частности, эволюция прослеживается в плане распределения контингента по типу учебного заведения и по отрасли наук, а также какая эволюция наблюдается в отношении возрастной группы студентов, пола, социально-экономической группы и географической классификации (распределение между городскими и сельскими районами)?

- Какие основные проблемы возникают в вашей стране в связи с отмечаемой эволюцией?

II. Какие основные причины позволяют объяснить эти изменения и новые тенденции, имеющие место в вашей стране? (факторы политического или социально-экономического характера; изменения, происшедшие в системе образования, в частности, на уровне среднего образования; другие факторы).

III. Были ли приняты важные конституционные, законодательные или нормативные акты в области доступа к высшему образованию в вашей стране за последние годы и, в частности, после 1973 г.?

- Если да, каковы основные положения и направления этих актов? (просьба дать в приложении основные тексты принятые по этому вопросу).

- Готовятся ли в настоящее время подобного рода законодательные или нормативные акты?

- Направлены ли вновь принятые или находящиеся в стадии подготовки акты на содействие более широкому доступу или напротив, на ограничение доступа к высшему образованию? (Просьба, в случае необходимости, представить соответствующие данные относительно применения этих положений к учебным заведениям различного профиля).

- В какой мере действующие или находящиеся в стадии подготовки положения соответствуют общественным и индивидуальным потребностям в отношении доступа к высшему образованию и связаны со спросом на рабочую силу?

IУ. Каковы условия и критерии приема в высшие учебные заведения, действующие в вашей стране?

В этой рубрике, в частности, необходимо остановиться на следующих вопросах, отмечая важные изменения, происшедшие за последние годы, и в особенности после 1973 г.:

- В какой мере на доступ к высшему образованию влияют ограничительные факторы на уровне среднего образования (продолжительность периода обязательного школьного обучения; специализация по отраслям наук и т.д.). Существуют ли курсы, готовящие к поступлению в высшие учебные заведения, в форме одногодичного подготовительного факультета или в другой форме? Существует ли преемственность программ между средним и высшим образованием?

- Какие ведомства определяют условия и критерии, регламентирующие доступ к высшему образованию: для университетов и эквивалентных учебных заведений и для других высших учебных заведений?

- Одинаковы ли эти критерии для различных высших учебных заведений, для различных видов образования и для подготовки по различным специальностям? Если нет, существуют ли положения, разрешающие перейти из учебного заведения одного типа в учебное заведение другого типа? Отмечается ли тенденция к унификации критериев приема в учебные заведения различного типа?

- Осуществляется ли прием в высшие учебные заведения на основе

  . аттестатов об окончании средней школы или оценок, полученных в системе среднего образования?

  . на основе вступительного экзамена?

  . на основе отбора на первом курсе или в течение двух первых лет обучения в высших учебных заведениях?

- Обусловливает ли прохождение обязательной гражданской или военной службы доступ к высшему образованию?

- Существуют ли особые условия приема для взрослых и для лиц, занятых в активной жизни, независимо от того, имеют они или нет аттестат о среднем образовании, в обычных высших учебных заведениях, в других учреждениях или в рамках организованных для них программ, на курсах переподготовки или повышения квалификации?

- Существуют ли особые условия приема для иностранных студентов?

У. Существуют ли в вашей стране положения, учреждающие "numerus clausus"?

В этом разделе вы возможно, пожелаете остановиться, в частности, на следующих вопросах, отметив последние изменения в этой области.

- Если практикуется "numerus clausus" , каковы основания для его применения?

- Применяется ли "numerus clausus"

  . на национальном уровне?

  . только для некоторых типов учебных заведений?

  . на уровне учреждений? для определенного типа учреждений?

  . для граждан вашей страны или для иностранных студентов?

- Действует ли "numerus clausus"

  . при зачислении?

  . во время учебы?

  . на уровне докторской степени или научно-исследовательской работы ?

- Каково соотношение между числом заявлений о приеме и "numerus clausus" (процентной нормой) если таковая существует, по типу учебного заведения? по отрасли наук?

УI. Какие положения и меры действуют в области ориентации и информации?

В этом разделе вы можете, в частности, остановиться на следующих вопросах, отметив последние изменения в этой области.

- Какие меры приняты для распространения среди учащихся и студентов информации о различных учебных заведениях и видах обучения и подготовки на уровне высшего образования? Распространяется ли такая информация, начиная со средней школы?

- Возрастет ли тяга в некоторые типы учебных заведений или к некоторым видам обучения в результате

  . применения более благоприятных или более гибких критериев приема?

. убеждения или оказания финансовой помощи по окончании средних учебных заведений или во время учебы?

. предоставления гарантий трудоустройства по окончании учебы?

. возможностей продвижения по службе или смены места работы по окончании учебы?

- Какие конкретные меры приняты для информирования и ориентации новых категорий обучающихся (взрослых, лиц занятых в активной жизни и т.д.), желающих получить доступ к традиционным или новым формам высшего образования?

VII. Каковы основные положения в финансовой области? Является ли высшее образование бесплатным или существует плата за обучение? Каковы основные формы финансовой помощи, оказываемой студентам (стипендии, пособия, ссуды, обслуживания или материальная помощь?) Существуют ли специальные положения в отношении некоторых групп (наименее обеспеченных социально-экономических групп; взрослых, занятых в активной жизни; при обучении в общеобразовательных учебных заведениях, на курсах повышения квалификации или переподготовки; граждан других стран)?

VIII. Какие основные проблемы и основные положения в вопросах мобильности необходимо отметить в связи с их влиянием на прием в учебные заведения? Например, существуют ли формы обучения обеспечивающие мобильность между учебными заведениями и программами нового типа (краткосрочные высшие курсы, программы переподготовки или профессионального совершенствования, заочное образование или обучение на расстоянии, вечерние курсы, курсы для отстающих и т.д.) и традиционными формами высшего образования?

IX. Какова в вашей стране средняя величина отсева в высших учебных заведениях (соотношение между числом поступающих и числом выпускников для одной и той же группы студентов) по типу учебного заведения? по отрасли наук? по категории обучающихся (студенты в возрасте 18-24 года, взрослые, лица занятые в активной жизни и т.д.)?

X. Какие основные исследования и изыскания осуществлены по проблемам доступа к высшему образованию и по планированию доступа к высшему образованию в вашей стране компетентными службами ответственных органов (отделами министерств, научными учреждениями или университетами), или отдельными специалистами в личном качестве? Какие основные исследования и изыскания осуществлены по таким смежным проблемам, как взаимосвязь между средним и высшим образованием или взаимосвязь между доступом к высшему образованию и планированием рабочей силы?

XI. Какие основные экспериментальные нововведения действуют

в вашей стране в области доступа к высшему образованию? Как мыслят себе соответствующие ведомства вашей страны эволюцию в этой области в ближайшие годы?

ИССЛЕДОВАНИЕ ПО ВОПРОСУ ДОСТУПА В ВЫСШЕМУ ОВРАЗОВАНИЮ В ЕВРОПЕ

СТАТИСТИЧЕСКИЙ ДОКУМЕНТ

Проект плана

I. Общий рост числа студентов за период с 1970-71 по 1975-76 учебный год и сравнение с предыдущими годами;

2. Взаимосвязь между количеством студентов и общим населением;

3. Изменения в количестве вновь принятых в высшие учебные заведения;

4. Распределение студентов в зависимости от пола;

5. Состав студентчества в зависимости от типа вуза /университеты и неуниверситеты/;

6. Число студентов вечерних курсов;

7. Распределение студентов по возрастным группам, числс получивших ученую степень (по возрастным группам);

8. Распределение студентов по отраслям изучаемых знаний;

9. Число студентов, отвечающих требованиям программы обучения и отрасли знаний;

IO. Иностранные студенты, передвижения студентов между различными странами.

PART I : ANNEXES

PARTIE I : ANNEXES

ПЕРВАЯ ЧАСТЬ : ПРИЛОЖЕНИЯ

ANNEX I

GENERAL INFORMATION NOTE

I. SUBJECT AND PURPOSE

1. In the framework of its activities on the priority themes for the Member States, the European Centre for Higher Education will undertake in 1977-78 a Study aiming to analyse the situation and current problems of access to higher education in Europe. In view of the preparation of this study, a consultation on access to higher education in Europe will be organized at the Centre, in Bucharest, from 18 to 20 October 1977.

2. The principal aim of this consultation will be to work out suggestions for the plan and content of the proposed Study, as well as to examine how to tackle certain problems on access to higher education that have recently come to light in various countries of the European region. The Secretariat proposes using these suggestions to draw up the plan for the Study which it will be in a position to up-date after processing the replies to the Questionnaire which it has sent to the Member States with a view to preparing the above-mentioned study.

3. At this consultation, the participants will take into account the fact that the problem of access to higher education has already been studied on various occasions in the framework of Unesco's programme. One of the first works of importance devoted to this subject was thus published in 1964, in cooperation with the International Association of Universities (Frank BOWLES, Access to Higher Education). With regard to the European Member States, it will be remembered that the First Conference of Ministers of Education of the European Member States (Vienna 1967) was devoted entirely to this problem. The subject was again tackled, this time on a more general scale, at the Second Conference of Ministers of Education which was held in Bucharest in November-December 1973. Other international bodies such as OECD or the Council of Europe have also applied themselves to this question on several occasions. But there is no doubt that the problem of access to higher education has evolved considerably over the past years. The diversification of higher education, the development of new forms and new structures, the increase of enrolments, the diversification of the student population as far as age groups and social background are concerned, constitute so many factors providing states with new problems.

4. At the Consultation, the participants will thus endeavour to identify certain aspects of the problem which are currently considered essential and to work out a plan of analysis taking these priority themes into account. In this respect, particular attention might be paid in the discussions to the following points:

(i) Evolution and recent trends in national policies concerning access to higher education, particularly since 1973;

(ii) Conditions and criteria of access to higher education concerning in particular higher education's new clientele (adults, people already engaged in active life, etc.);

(iii) Guidance, information and help given to people wishing to enrol in higher education, particularly with regard to new clienteles.

II. ORGANIZATION OF THE CONSULTATION

5. The consultation will bring together twelve main participants from the European region invited by the Director-General in their private capacity. Some observers will also be invited. The working languages of the meeting will be English, French and Russian, documentation and simultaneous interpretation also being in these three languages.

6. The main participants are invited to present at the meeting a written contribution indicating the principal trends and current problems occurring in their respective countries with regard to access to higher education. They are in addition invited to provide any documentation they might have concerning the theme of the consultation which they think might be useful for the work of the meeting.

A N N E X E I

NOTE GENERALE D'INFORMATION

I. OBJECTIFS ET BUT

1. Dans le cadre de ses activités sur des thèmes prioritaires pour les Etats membres, le Centre européen pour l'enseignement supérieur entreprendra en 1977-1978, une étude ayant pour objet d'analyser la situation et les problèmes actuels de l'accès à l'enseignement supérieur en Europe. En vue de la préparation de cette étude, une consultation sur l'accès à l'enseignement supérieur en Europe sera organisée au Centre, à Bucarest, du 18 au 20 octobre 1977.

2. L'objectif principal de cette consultation sera d'élaborer des suggestions concernant le plan et le contenu de l'étude envisagée, ainsi que d'examiner la manière dont pourrait être abordé le traitement de certains problèmes qui se sont récemment fait jour en matière d'accès à l'enseignement supérieur dans les différents pays de la région européenne. Le Secrétariat se propose d'utiliser ces suggestions pour établir le plan de l'étude, qu'il sera en mesure de mettre au point après avoir procédé au dépouillement des réponses au Questionnaire qu'il a adressé aux Etats membres en vue de la préparation de l'étude sus-mentionnée.

3. Lors de cette consultation, les participants se souviendront que le problème de l'accès à l'enseignement supérieur a déjà été étudié à diverses reprises dans le cadre du programme de l'Unesco. Un premier ouvrage important, consacré à ce sujet, fut ainsi publié dès 1964, en collaboration avec l'Association internationale des universités (Frank BOWLES, Accès à l'enseignement supérieur). En ce qui concerne les Etats européens, on sait que la Première Conférence des ministres de l'éducation des Etats membres d'Europe (Vienne, 1967) fut entièrement consacrée à ce problème. Le sujet fut à nouveau abordé, dans un cadre plus général cette fois, lors de la Deuxième Conférence des ministres de l'éducation qui eut lieu à Bucarest en novembre-décembre 1973. D'autres organismes internationaux tels que l'OCDE ou le Conseil de l'Europe se penchèrent également à plusieurs reprises sur cette question. Mais il est certain que le problème de l'accès à l'enseignement supérieur a considérablement évolué au cours des dernières années. La diversification de l'enseignement supérieur, le développement de nouvelles formes et de nouvelles structures, l'accroissement des effectifs, la diversification de la clientèle étudiante en ce qui concerne les groupes d'âge et l'origine sociale, constituent autant de facteurs qui posent aux Etats de nouveaux problèmes.

4. Lors de la consultation, les participants s'efforceront donc d'identifier certains aspects du problème actuellement considérés comme essentiels, et d'élaborer un schéma d'analyse tenant compte de ces thèmes prioritaires. A cet égard, une attention particulière pourrait être prêtée lors des discussions aux différents points suivants:

(i) Evolution et tendances récentes concernant les politiques nationales relatives à l'accès à l'enseignement supérieur, particulièrement depuis 1973;

(ii) Conditions et critères d'accès à l'enseignement supérieur concernant en particulier les nouvelles clientèles de l'enseignement supérieur (adultes, personnes déjà engagées dans la vie active, etc.);

(iii) Orientations, information et aide prêtées aux personnes désireuses d'accéder à l'enseignement supérieur, particulièrement en ce qui concerne les nouvelles clientèles.

II. ORGANISATION DE LA CONSULTATION

5. La consultation réunira douze participants principaux en provenance de la région européenne invités par le Directeur général à titre personnel. Certains observateurs seront également invités. Les langues de travail de la réunion seront l'anglais, le français et le russe; la documentation et l'interprétation simultanée seront assurées dans ces trois langues.

6. Les participants principaux sont invités à présenter, lors de la réunion, une contribution écrite indiquant les principales tendances et problèmes acutels qui se posent dans leurs pays respectifs en matière d'accès à l'enseignement supérieur. Ils sont invités en outre à fournir toute la documentation dont ils disposeraient concernant le thème de la consultation et qu'ils jugeraient utile aux travaux de la réunion.

П Р И Л О Ж Е Н И Е I

ОБЩАЯ ИНФОРМАЦИЯ

I. ЦЕЛИ И ЗАДАЧИ

I. В рамках своей деятельности по реализации первоочередных тем, в которых заинтересованы государства-члены, Европейский центр по высшему образованию предпримет в 1977-1978 годах исследование, имеющее целью проанализировать положение и текущие проблемы доступа к высшему образованию в Европе. В плане подготовки к этому исследованию в Бухаресте, в Центре, с 18 по 20 октября 1977 года организуется Консультативная встреча по вопросу допуска к высшему образованию в Европе.

2. Основная цель этой Консультативной встречи - разработка предложений по плану и содержанию предполагаемого исследования, также как и рассмотрение вопроса о том, каким образом должны быть взаимоувязаны определенные проблемы доступности высшего образования, появившиеся за последнее время в различных странах Европейского региона. В соответствии с намерениями Секретариата предполагается использование внесенных предложений для составления плана исследования; оно будет постоянно обновляться новыми сведениями из ответов на анкету, которая рассылается государствам-членам в целях наилучшего проведения вышеупомянутого изучения.

3. Участники данной Консультативной встречи должны иметь ввиду тот факт, что проблемы доступа к высшему образованию уже изучались по различным обстоятельствам в рамках программ ЮНЕСКО. Одно из первых исследований в этой области, озаглавленное "Доступ к высшему образованию" и подготовленное к изданию Франком Боулесом (Вып.I, 1963 год и Вып.2, 1965 год) представляло собой работу в рамках совместной программы ЮНЕСКО и Международной ассоциации университетов. Что касается европейских государств-членов, то необходимо напомнить, что Первая конференция министров образования европейских государств-членов (Вена, 1967 год) также была посвящена исключительно данной проблеме. Эта важная тема обсуждалась в более широком масштабе и на Второй конференции министров образования, проходившей в Бухаресте в ноябре-декабре 1973 года. Ряд других интернациональных организаций, как международный Совет по развитию образования или Европейский Совет, например, также уделяли внимание этому вопросу в ряде случаев. Однако, это вовсе не означает, что проблема доступности высшего образования решена за последние годы. Диверсификация высшего образования, развитие новых форм и структур, изменения в составе студенчества, особенно изменения возрастных групп и социальной среды имеют важное значение и ставят перед странами, наряду с другими факторами, новые проблемы.

4. В ходе Консультативной встречи ее участники попытаются таким образом установить тождественность определенных аспектов проблемы, которые имеют общераспространенное важное значение и позволят выработать план анализа, принимающего во внимание первостепенные темы. В этой связи участники встречи имеют возможность обратить внимание в своих дискуссиях на следующие моменты :

(а) Эволюция и современные тенденции национальной политики стран, касающейся доступа к высшему образованию, начиная, в частности, с 1973 года;

(б) Условия и критерии допуска к высшему образованию, касающиеся, в частности, новых категорий поступающих (взрослые, лица уже занятые производственной деятельностью и др.);

(в) Руководство, информация и помощь, оказываемая лицам, желающим получить высшее образование и, в частности, новым категориям поступающих.

II. ОРГАНИЗАЦИОННЫЕ ВОПРОСЫ КОНСУЛЬТАТИВНОЙ ВСТРЕЧИ

5. В Консультативной встрече примут участие по личному приглашению Генерального Директора двенадцать главных представителей стран Европейского региона. Рабочие языки заседаний - английский, русский и французский; на этих трех языках будут составляться документы и вестись одновременный перевод.

6. Главным участникам предлагается представить к заседанию письменный материал об основных тенденциях и текущих проблемах, касающихся доступа к высшему образованию в их странах. Кроме того, предлагается представить другую документацию по этой теме, которая может быть использована для успешной работы Консультативной встречи.

A N N E X II A N N E X E II

LIST OF PARTICIPANTS / LISTE DES PARTICIPANTS

ПРИЛОЖЕНИЕ II

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Dragos VAIDA, Assistant to the Director, European Centre for Higher Education

Huguette ZEILER, European Centre for Higher Education

Jan SADLAK, European Centre for Higher Education

PART II : CONTRIBUTIONS OF THE PARTICIPANTS

PARTIE II : CONTRIBUTIONS DES PARTICIPANTS

ВТОРАЯ ЧАСТЬ : ВКЛАД УЧАСТНИКОВ

ACCESS TO HIGHER EDUCATION IN SWEDEN
SOME TRENDS AND PROBLEMS

by Mrs. Lillemor Kim

The education reform of 1977 brought about a number of changes which, in particular, included new admission procedure regulations.

Follow-up of the higher education reform

It is difficult to anticipate the overall effects of the changes that were introduced and as yet it is not too certain how far the new admission scheme is effective. The Swedish government is anxious to have an evaluation of the reform. Consequently, the National Board of Universities and Colleges (UHÄ) has started a special programme to assess the effects of this reform.

The social effects of the reform and especially those of the new admission rules are the major issues to be examined by this evaluation programme. For a long time, Sweden has attached particular importance to equal opportunities of access to higher education. Despite the changes that have taken place however, admission to certain faculties such as medicine and technology still favours certain student categories. It is of course only in the long run that the full effects of the new admission rules will be felt but it is hoped that the new selection rules will contribute to social equality even in the shorter perspective.

The objectives of the new rules of admission

The major objective of the admission policy is to bring admissions to higher education in line with planned social development in respect of both student numbers and student qualifications.

The goals of the new admission regulations can be divided into three categories: individual oriented, society preserving and society-changing objectives.

Individual oriented objectives

to postpone students' educational and vocational choice by opening up new means of access to higher education.

to give students reliable information on available programmes and relevant requirements. In this way, to satisfy students' choice of post-secondary education to the greatest possible extent.

to take greater consideration of real rather than formal competence and determine essential requirements only. Students with dissimilar educational backgrounds can therefore be given similar admission possibilities.

to give a "second chance" to students who for one reason or another did not achieve successful secondary school results. And in general to set up a "fair" system of admission for all applicants.

Society-preserving objectives

to utilize the resources of talent in society, even among those who do not have the formal qualifications.

to establish a homogeneous system of selection which ensures a minimum level of aptitude.

to guarantee the quality of higher education and a given level of study completion.

to maintain the possibility of entering post-secondary studies directly after leaving secondary school.

to bring about a simple and effective system for admission to higher education.

not to compensate through the admission rules for previous study conditions of conditions outside the school system (for example through positive discrimination).

Society-changing objectives

to promote social equality and thereby a balanced structure of student groups and consequently of different professional groups in society.

to promote cycles of studying and working, that is to say recurrent education.

It is thought that the two basic features of the new admission scheme which contribute to increased social equality are the following: the opening up of new means of access which benefit older age groups for whom the social milieu of childhood is assumed to have lost its importance, and the application of "external criteria" to selection procedures. Hitherto only "internal" i.e. educational criteria have been used: admittance to further levels of study was based on earlier study achievements.

Evidently some of these objectives conflict with one another to a certain extent. If one includes other objectives e.g. those for the decentralisation of decision-making, these conflicts are further accentuated. The main conflicts are between the following: homogeneity and differentiation, simplicity and justice, wider access and maintaining level of study completion.

Despite increased emphasis on bringing student qualifications

in line with planned national needs it is considered necessary to protect individual free choice of education and profession. The opposition against applying positive discrimination has been very firm. The result has been that already well-educated students have, to a great extent, taken advantage of the new possibilities which earlier education reforms have given. There is a risk that the new reform of admission rules will lead to a similar situation. However, it would appear from a recently adopted programme for equality between the sexes in higher education that a different viewpoint is emerging. This programme provides for the use of quotas of male and female students for certain programmes.

Adaptation of contents and forms of higher education

There has been a growing trend towards the adoption of the contents and forms of higher education to the need of adult students. Indeed, insofar as the new admission rules widen the access to higher education it is necessary to alter curricula accordingly. On the other hand it can be argued that access can only be widened after the content of higher education has been adapted to the needs of the "new" target groups. A broadening of the admission rules is a necessity, but hardly a sufficient pre-condition for broadened recruitment.

It is worth noting for example that the new selection rules which grant merit for work experience, appear to have brought about a marked shift among new recruits. The varied background of students requires the adaption of teaching methods and content. Should this adaption not be brought into effect the result will be a high failure rate among students and waste of work experience which is not utilized in the training.

Balance between free and restricted faculties

In 1975 the decision to widen access to higher education was taken on the condition that student numbers were limited. After lengthy discussions, it has been decided to maintain an unrestricted sector within the universities. This latter sector primarily includes the humanistic and social sciences. Although emphasis is now placed on the recruitment of new student groups, one cannot completely disregard the consequences of the unchecked growth of the unrestricted sector of higher education. The labour-market for graduates has always had a regulating function in this respect. When difficulties on the labour-market for university graduates increased early in 1970, enrolments in unrestricted faculties dropped drastically. As a result, the labour-market was flooded with young people who had just completed secondary school. As long as there are restricted and unrestricted sectors in higher education there will always be fluctuations of this kind that upset the balance between the different types of higher education.

Enrolments in unrestricted faculties for the 1977-78 academic year appear to be on an increase but it is not yet known which

programmes and which student groups account for this increase.

Homogeneity and differentiation

The Swedish higher education reform is a clear expression of an effort to create a "unified" system and to avoid a "binary" system as has occurred in many other European countries. Within a homogeneous frame there is room for differentiated educational opportunities and a heterogeneous student composition. The rules of admission have been made uniform for the purposes of simplification and fairness. The drawback however is that the same criteria are applied for all full-degree programmes. The difficulty in taking individual disposition, need and interest into consideration in such a system can mean disadvantages for the individual as well as for post-secondary education as a whole. It is possible that this will lead to an all too homogeneous recruitment of students.

In Sweden an attempt has been made to solve this problem by using the centrally coordinated system for admittion to full-degree programs but basing admission to courses on students' needs and background. It is, however, not certain that the planned distinction between full-degree programs and courses will hold in reality.

Financing of studies

The Swedish higher education reform did not cover study financing problems. Adult study support was dealt with in another reform that took place at the same time. The latter reform is primarily intended however for those who have had little formal schooling and therefore does not affect the post-secondary level other than in exceptional cases. At present a government commission is working on the whole problem of study financing and changes are expected within a relatively short time. The present form of study financing (a smaller grant and in addition a state loan) probably has a restraining effect on the enrolment of new student groups. This has been emphasized in the discussions regarding measures to promote recurrent education. Another important condition for adult studies was recently provided by the adoption of the legal right to take study leave from work.

Work experience as a basis for higher education

The new rules which give students admission to higher education on the basis of age and work experience were based on a previous experimental period. The so called 25:5 rule has since 1969 been in force for admission to courses at the faculties of Arts and Sciences. No comprehense evaluation has yet been made of the results obtained but in general it can be said that the experiences were positive. Wider access possibilities were mainly given to courses without "numerus clausus" and when necessary, selection took into consideration the relevance of earlier work experience.

The colleges of social work (socialhögskolorna) applied the 25:5 rule and also assessed earlier work experience on its relevance for a given training course.

The new admission scheme is consequently not entirely new as regards age and work experience as a basis for post-secondary studies. But work experience has now been given such a broad content that even care of one's own child and military service are taken into account. The same was true during the experimental period but only to acquire general qualifications for higher education. Within the European context, the unique aspect is that work experience is also taken into account for selection to higher education programmes in which student numbers are restricted and that even for the latter no difference is made between relevant and other work experience. One of the main reasons is that difficulties arise when it comes to judging which work experience is relevant to a specific type of education. Also value has to be given to the broad background of some students. General opinion is divided on the matter. The debate increased in intensity this autumn when the results of the first admissions based on the new rules became known. A more comprehensive analysis of the significance of work experience for studies and subsequent career is not available at present. It is therefore of utmost importance that this analysis should be made in the follow-up study of the reform mentioned above.

Organisation of admissions

Although access to part of higher education is unrestricted a central and coordinated application procedure was introduced by the higher education reform. The application procedure is split between a central and a local level: a central admissions unit at the National Board of Universities and Colleges is responsible for admissions to full-degree programs while local admission offices deal with all other courses. The system was introduced to improve planning at all levels and also to simplify the application procedure for the students. The first enrolments based on the new admission procedures in autumn 1977 have given rise to an intensive debate. Some accuse the system of being inadequate to meet the two aims mentioned above. A review is currently being made of the two-tier central/local admission procedure. The two basic principles however (compulsory application and central admission to full-degree programs) do not appear to be called into question.

Information on new admissions

A special problem, of great practical significance, concerns the follow-up and evaluation of the effects of the new rules of admission. Difficulties have been encountered in obtaining data on students who enrol in higher education. There appears to be unwillingness and resistance, on the part of the students, to answer questionnaires for statistical analytical purposes. Also, at this stage, there is some difficulty acquiring and analysing information from the huge data-based student-registers, which were established for pure administrative purposes.

PROBLEMES ACTUELS DE L'ACCES A L'ENSEIGNEMENT SUPERIEUR EN ROUMANIE

par M. Dan Mihoc

Introduction

L'enseignement supérieur dans le monde entier est aujourd'hui appelé à résoudre en priorité les problèmes liés à sa dimension et à sa forme de participation à la vie sociale. Dans certains pays, ces problèmes sont à la source de tensions politiques, sociales et économiques, car la demande d'enseignement post-secondaire dépasse les efforts entrepris en vue d'y satisfaire, et que les institutions conçues autrefois pour l'éducation d'une élite doivent accueillir à présent un nombre d'étudiants de plus en plus large. Par ailleurs, leur expérience passée, qui les rendait porteuses de culture et les liait à un système de valeurs donné, n'est plus considérée comme suffisante et on exige aujourd'hui qu'elles répondent à de nouveaux besoins. Partout les anciennes structures font place au changement, celui-ci étant devenu une caractéristique dominante de l'université moderne.

Les changements intervenus concernent à la fois l'apparition d'établissements d'enseignement supérieur d'un type nouveau; l'introduction de nouvelles disciplines et programmes d'études; l'adoption de technologies modernes pouvant être utilisées dans les bibliothèques, les laboratoires, les salles de cours; l'accès de nouvelles populations étudiantes; l'établissement de rapports plus étroits avec les différents niveaux du système scolaire, avec l'industrie et le grand public; le recours à de nouvelles méthodes de transmission des connaissances; l'adoption d'idées nouvelles dans les domaines de l'enseignement et de l'apprentissage.

Tout ceci montre à suffisance combien les rapports entre l'enseignement supérieur et la société se sont progressivement modifiés, et combien une institution profondément autonome par le passé se trouve aujourd'hui étroitement dépendante des transformations sociales.

Le développement de l'enseignement supérieur en Roumanie

L'enseignement supérieur occupe une place importante dans la politique scolaire de la Roumanie. Avant 1944, cet enseignement n'était dispensé que dans quatre centres seulement; à l'heure actuelle, des établissements d'enseignement supérieur existent dans dix-neuf villes du pays, auxquels viennent s'ajouter les

cours du soir pour la formation des "sous-ingénieurs" (techniciens spécialisés), organisés au sein de grandes entreprises situées dans dix-huit autres localités. On compte aujourd'hui quarante-quatre établissements d'enseignement supérieur comportant 134 facultés, contre 33 seulement en 1938. A cette même date, le nombre total d'étudiants était de 26.000, contre 179.000 environ actuellement. Si on ajoute à ce dernier chiffre les étudiants qui suivent des cours de contremaîtres et de spécialisation "post-lycéale" (27.000 environ), ceux qui suivent une formation postuniversitaire (10.000 environ), ainsi que les candidats au doctorat (15.000 environ), le nombre total d'étudiants inscrits dans ces diverses formes d'enseignement supérieur s'élève à 99 pour 10.000 habitants.

Conformément aux prévisions du XIe Congrès du Parti communiste roumain, l'enseignement supérieur devra fournir à l'économie nationale 180 à 200.000 spécialistes au cours de la période 1976-1980. Une priorité sera accordée au développement de l'enseignement technique qui devra former en 1980, 85.000 diplômés (ingénieurs et "sous-ingénieurs").

Il est prévu qu'en 1990, la Roumanie comptera 130 étudiants inscrits dans l'enseignement supérieur, par 10.000 habitants.

Organisation et structure de l'enseignement supérieur

L'enseignement supérieur en Roumanie est dispensé dans des universités, des instituts spécialisés (polytechniques, agronomiques, médico-pharmaceutiques, de beaux-arts, d'éducation physique et de sport), des conservatoires de musique et une académie de sciences économiques. La durée des études y est de 3 à 6 ans.

Pour toutes les branches et pour toutes les spécialités, l'enseignement est organisé à plein temps. Dans certains domaines, en fonction du type de formation et des possibilités, on a parallèlement organisé des cours du soir (économie et formation des "sous-ingénieurs"), ainsi qu'un enseignement sans présence obligatoire aux cours (économie, agronomie et certaines spécialités universitaires).

Accès à l'enseignement supérieur

L'accès à l'enseignement supérieur est planifié par l'Etat. Les taux d'inscriptions par branches d'études sont établis en fonction des besoins de l'économie, de la science et de la culture. De cette manière, les diplômés qui terminent leurs études sont assurés de trouver un emploi dans leur domaine de spécialité ou dans un domaine apparenté.

L'admission dans les établissements d'enseignement pour tous les types de formation (à plein temps, cours du soir, ou enseignement sans présence obligatoire) s'effectue par concours, conformément au principe du "numerus clausus".

Tous les citoyens roumains ayant obtenu le diplôme du baccalauréat ou un autre diplôme équivalent sont autorisés à s'inscrire au concours d'admission.

Tous les candidats désireux de suivre une même filière dans une même institution sont soumis à des épreuves d'admission identiques, soit qu'ils soient "incorporables", et dans ce cas ils doivent effectuer un service militaire de durée réduite et se présenter aux cours l'année suivante; soit qu'ils soient "non-incorporables", et dans ce cas ils sont mis en sursis ou exemptés de service militaire et peuvent donc suivre immédiatement les cours auxquels ils se destinent.

Lors de son inscription, le candidat est tenu de préciser la spécialité choisie, et le cas échéant, la deuxième branche de spécialisation. En ce qui concerne l'enseignement artistique, la composante de la spécialisation est également requise dans certains cas.

Les personnes déjà engagées dans la vie active et désireuses de s'inscrire au concours d'admission pour suivre un enseignement du soir ou sans présence obligatoire, doivent être titulaires du baccalauréat ou d'un diplôme délivré par une école de niveau équivalent au lycée. Pour les cours du soir, la spécialisation choisie doit s'inscrire dans la ligne du travail professionnel du candidat. Enfin, pour l'inscription au cours du soir pour la formation des "sous-ingénieurs", organisée auprès des grandes entreprises, les candidats doivent en outre fournir une recommandation de l'entreprise où ils travaillent.

Les concours d'admission se déroulent généralement au mois de juillet pour l'année académique suivante. Lorsque des places demeurent disponibles, après la clôture du concours de juillet, un nouveau concours est éventuellement organisé dans les mêmes conditions au cours de la période août-septembre.

Les candidats déjà engagés dans la vie active et désireux de se présenter à un concours d'admission, bénéficient d'un congé d'études non rémunéré.

Un concours d'admission est organisé pour chaque faculté et comporte à la fois des épreuves écrites et pratiques, ainsi que des épreuves d'aptitude pour certaines spécialisations. Les sujets des épreuves écrites et orales sont fixés par la Commission centrale d'admission de l'institution d'enseignement supérieur correspondante, conformément aux programmes de concours approuvés et publiés par le Ministère de l'éducation et de l'enseignement dans une brochure intitulée: "Admission à l'enseignement supérieur".

Chaque épreuve de concours est cotée selon une échelle allant de 1 à 10 ou simplement par l'appréciation "admis" ou "refusé". La moyenne des notes obtenues à toutes les épreuves (écrites, orales et pratiques), ainsi que la moyenne finale du concours d'entrée pour chaque candidat est calculée sur la base de deux décimales. Les épreuves auxquelles le candidat ne s'est pas

présenté sont cotées zéro et interviennent dans le calcul de la moyenne finale.

La Commission d'admission, présidée par le doyen de la faculté, établit la liste des candidats dans l'ordre des moyennes finales obtenues, la moyenne minimale exigée pour toutes les spécialisations et formes d'enseignement étant de 5,00. Les candidats sont alors admis dans l'ordre décroissant des moyennes, jusqu'à épuisement des places disponibles dans chaque branche de spécialisation. Les candidats incorporables admis au concours d'admission de l'année N sont considérés comme faisant partie des effectifs de l'année N+1, donc pris en considération dans des chiffres de scolarisation différents de ceux de l'année N de concours.

Afin d'assurer au mieux l'égalité des chances, les candidats appartenant aux nationalités cohabitantes ont la possibilité de passer les épreuves du concours dans leur langue maternelle.

Les diplômés des institutions d'enseignement supérieur qui souhaitent suivre des cours à plein temps pour l'obtention d'un second diplôme, ne sont admis à l'examen d'entrée qu'après avoir effectué un stage d'une durée légale, dans la production.

Afin de venir en aide aux candidats, des cours préparatoires sont organisés par les établissements d'enseignement supérieur eux-mêmes, dans les différentes disciplines faisant l'objet des concours d'admission (mathématiques, physique, chimie, économie politique, etc.). Les cours sont donnés par le personnel enseignant relevant des diverses spécialités. L'inscription à ces cours est libre et le nombre de places n'est pas limité.

PROBLEMS OF ACCESS TO HIGHER EDUCATION IN YUGOSLAVIA

by Professor Dr. Muhamed Muradbegovic
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Admission to institutions of higher education under conditions of expansion

The question of selection under conditions of expansion has aroused increasing interest among the public. The ability of higher education establishments to ensure normal working conditions for all applicants, the interests of applicants and manpower needs are not always positively corelated. Constant efforts must therefore be made by society to enable all strata, especially talented individuals, to enrol in institutions of higher education.

As selection arouses disquiet among both parents and school-leavers, the expansion of higher education must set selection criteria which ensure order, fairness and uniformity in admission procedures while paying due attention to the particular requirements of each different institution so as to ensure maximum chances of success.

The growing desire to gain access to higher training is a natural and positive process which should be encouraged and not checked. Everyone who fulfils the necessary conditions and who wishes to further high education should be given the possibility to do so.

The individual most often runs into difficulties however either for material reasons or for lack of vacancies in the institution or faculty chosen. So as to comply with the wishes of all those who wish to further their education substantial efforts are being made to solve this problem. To this end various measures have been taken:

- Expansion of the capacity of higher education institutes and re-organization of all establishments to meet the needs of both applicants and industry.
- Measures to ensure students' social, cultural and economic standards - increase in the number of scholarships, loans and other measures to enable optimum work and development of students at intellectual, educational and social levels.

Methods and aims of selection

It is generally accepted that, at the present development level, it is not materially possible to provide a final and satisfactory solution to this problem. Under the circumstances, society is forced to opt for various kinds of selection. In our opinion, selection has two key aspects: the definition and adjustment of the desired objectives, and the choice of admission methods which are best adapted to the achievement of these objectives.

The basic question to any form of selection is to whom is preference to be given. The answer of course depends on the aims one wishes to achieve by selection. If this decision is left entirely to the institutions of higher education the latter most often opt for applicants whom they consider to be the best and this then is the aim of selection. If selection is viewed in a broader social perspective, it clearly emerges that other objectives must be taken into account. The choice of the "best" whatever the criteria, gives preference to qualities favouring some social strata to the detriment of others. This means that at the entrance examinations pupils who have attended schools with the best facilities for education have the best opportunities. These are usually schools in larger towns, so that there is not only a class distinction but also a geographical distinction. Furthermore this mode of selection most often gives priority to academic qualifications while other factors relevant for success (intellectual ability, working habits, incentive, aspirations and personality) are not taken into account at all or only partially account for applicants' general results or entrance examination results.

The choice of those with the best academic qualifications is therefore not the only possible aim of selection under conditions of expansion. Training at the university is one of the greatest chances offered to an individual for his personal and social development. In Yugoslavia, considerable efforts are being made so that all social groups are suitably represented in the universities. This is not easy as it involves numerous subjective and objective factors.

Let us assume that the applicants are divided, according to a given criteria, into groups "A" and "B". Group "A" has so far been less represented at the university than it is in the population. In this case three types of solution are possible:

1. In order to rectify the imbalance, group "A" will be allocated proportionally more places.
2. Groups "A" and "B" will in the future be represented as in the population, or
3. Group "A" will be given more places than earlier, although it continues to be less represented than in the population.

It is impossible to say which of these three decisions, if

any, is correct. The answer depends on how the basic division into "A" and "B" has been made and on the aims one wishes to achieve. Consequently, any one of these decisions might be correct.

Two distinctions must be clearly made:

1. On what basis the division should be made (the possible bases for division are social, national, territorial, sex, etc.).
2. The percentage representation of each group.

The decisions taken are very important as the implications are many. Difficulties will arise if definitions or classifications are insufficiently clear or precise. Even greater difficulties may arise if classifications are applied with undue regard for specific circumstances prevailing in a given area.

The two aims of selection described above i.e. highest academic qualifications, the establishment of a certain structure on which to base selection are of course not the only aims but appear to be the most frequent. Conditions are often such that only one of these aims may be pursued. It appears that in many university establishments, and even in secondary schools, preference is given to the first aim. Only rarely is the second aim alone pursued. The combination of both aims is feasible, and very often useful. This problem is similar to the optimisation problem when several aims are involved which is often encountered in optimum management theory. In the latter two approaches are used (assuming two aims are involved):

1. The definition of clear-cut limits for one aim - while for the second aim optimum values are defined, but in a manner which will satisfy restriction.
2. A new aim is formulated representing a function - usually a linear combination of the two aims - and the set aim is then optimised.

It is interesting to note that analogies to these approaches can be found in the practice of selection. A parallel of the first approach is the application of a quota e.g. a definite share is reserved for group "A" or group "B" in the example given earlier, and then within the framework of each group the best are chosen.

The second approach likewise has its analogy. Here a certain number of points are given for each quality taken into account (results, years of service, social group, etc.). Admission is then based on the total number of points given. The choice of approach will depend on local conditions.

Four types of admission methods are most frequently applied by institutions of higher education:

1. All applicants are allowed to enrol in a given establishment. The application of this method implies a negation of

selection. It may be justified when capacities and the need for qualified persons are extensive. This is the most humane conception but it often requires great material resources. As applicants are often unable to judge their own abilities, this method often results in poor examination results, especially in the first year.

2. All applicants are admitted, and the first year is one of selection. This is perhaps the fairest method, as all applicants have the chance to test their abilities in situ. However it requires a large teaching staff for first year students, a special study system and increased efforts on the part of students and teachers during the first year.

3. Admission is based on certain criteria and all applicants are admitted who meet with the required minimum. This form of assessment may have its drawbacks. However the advantage of this method is that it can save many applicants a lost year, and make it possible for the establishment of higher education to function normally during the first year.

4. Admission is again based on certain criteria. The applicants are classified and the best are admitted but in accordance with a planned number of places. Actually this is a compromise between the first and third method.

One has frequently to deal with the situation where applicants are admitted to the higher education establishment outside the competition lists (war veterans, foreign citizens, school-leavers with excellent secondary school results, etc.).

The application of the third and fourth methods gives rise to other problems: how to assess the subjective qualifications of applicants - ability to study, social group. In judging the ability to study one must take into account: capacities, level of education, motives and working habits. There are elaborate methods for the evaluation of these qualities in psychometrics and other sciences. Unfortunately their application under conditions of expansion is hard to carry out in view of the shortage of personnel and funds, while institutions are also insufficiently familiar with these methods of assessment. It is therefore necessary to resort to more indirect methods in order to assess the ability to study. For this, two ways of compiling data are based on marks and certificates obtained during earlier training and the results of entrance examinations (x) organized by establishments of higher education.

(x) Entrance examination is a preliminary examination taken by those applicants who generally did not complete the secondary school or who completed secondary schools (technical or vocational) of a type not corresponding to the given faculty.

In respect of the validity and reliability of the admission methods mentioned above it is difficult to say which scores highest. Certificate marks are a fairly good indication of incentive and working habits, especially when applicants show continuous good results at various levels during earlier schooling. As far as ability is concerned, many studies have shown that it does not always have a high correlation with marks obtained at school. It is even more difficult to evaluate academic standards on the basis of marks given in secondary school given differing conditions, criteria and quality of teaching staff.

Entrance examinations have the advantage that applicants are subjected to approximately the same conditions and marking methods. Their shortcoming is that assessment criteria are not sufficiently reliable nor are they standardised.

It emerges from the above that many dilemmas are resolved by the method of selection, while the choice of method depends on the type of higher education establishment and its environment. Therefore, it might well be asked whether it is possible or necessary to adopt a uniform system of admission. The adherents of the individual approach argue that there are great differences between establishments of higher education as regards their popularity and specific teaching requirements. It is often the case in Yugoslavia that popular faculties introduce their own method of selection, while others enroll all applicants. This situation has a number of flaws: applicants are never sure what kind of selection method will be used in the following year, for selection criteria most often depend on the number of applicants. This creates unrest among applicants and their parents and warrants consideration.

However, it is possible to establish a uniform system of admission, by determining which criteria are to be included in the system of selection. It would be possible within this uniform system to distinguish between general and specific requirements. General requirements would include necessary conditions for admission to all faculties, while specific requirements would take into account the particularities of each particular faculty. Under these circumstances the fourth method of admission given above is the most acceptable and the most efficient.

Method of Selection Adopted in the Socialist Republic of Bosnia and Herzegovina

On the basis of these observations and on assessment of the situation in the Socialist Republic of Bosnia and Herzegovina a set of criteria has been established which shall be described further on.

The population of Bosnia and Herzegovina consists of many nationalities and the Republic is divided into over one hundred

communities, each at a different level of economic development. In order to define criteria to meet the requirements of this environment, a survey of all students who entered the higher educational establishments of Bosnia and Herzegovina in 1974 was made. The project included about 10,000 students. Data on the students was statistically processed and analysed with a view to determining whether there are any discrepancies in the structure of the student population as compared to the total population. The following aspects were particularly examined: social background, community, nationality, average marks, sex and age.

The following conclusions were reached: the structure of the student population based on nationality is approximately the same as the population structure of Bosnia and Herzegovina; all social strata were satisfactorily represented although some results obtained in this regard were not sufficiently accurate; the distribution of students according to sex showed a greater number of male students (60%). The marks obtained at some popular faculties were very high while at the less popular faculties, marks were below the average recorded for the university as a whole. Students who had just completed their secondary school education for the most part were admitted to the popular faculties while older applicants, mainly from low-income families and who had working experience entered the less popular faculties. The greatest disproportions were recorded in the geographical structure. At all faculties the percentage of students from underdeveloped communities was lower than the percentage of students from developed regions.

On the basis of the data collected, it was concluded that the criteria set for selective admission should provide for an increase in the number of students from underdeveloped communities and of young people employed in industry. As regards secondary school results, it is worth noting that the requirements mentioned earlier did not influence to any great extent, the distribution of applicants among all faculties.

While giving priority to applicants from underdeveloped regions and those employed in industry, it was decided that admission criteria should take into account the promise shown by applicants. This promise can be assessed on the basis of average secondary school results during the last three years of schooling, the marks obtained at the entrance examination for the faculty chosen and the average marks in four subjects studied at school, of which two are languages (native and one foreign language) and the other two are determined by the faculty depending on its profile.

On the basis of these data, applicants can be given a certain number of points. These points are divided into three groups:

(I) A general group related to all faculties. The number of points depends on the general average mark record

at secondary school and varies from 0 to 50 points.

(II) A separate group consisting of two parts: the average mark in four important subjects (relevant to the type of school), given from 0 to 12 points, and the entrance examination mark which is given from 0 to 18 points. This is termed a separate group as each faculty may determine two speciality subjects and the content of the entrance examination. The faculties are allowed not to admit those applicants who failed to get the prescribed minimum number of points at the entrance examination.

(III) A special group to take into account geographical area. 0 points are given to applicants from the most developed regions, 5 points to those from semi-developed areas, and 10 to those from underdeveloped regions. Applicants employed in industry are given a maximum of 10 points, depending on the length of service. This special group can be adapted when necessary to take into account other important factors.

The maximum number of points that can be given is therefore 100 (50 for the general group, 30 for the separate group and 20 for the special group). Applicants with the highest number of total points are admitted.

This method of admission is universal and sufficiently flexible and has been in use in all higher educational establishments of Bosnia and Herzegovina, since 1974. Its basic principles have been accepted by all universities in Yugoslavia.

Methods and criteria of admission to extramural departments

The extramural departments of the higher educational institutions of Bosnia and Herzegovina admit applicants who (1) have completed secondary school or a secondary specialized educational institution which prepares for the type of faculty chosen; (2) have completed a secondary educational institution whose specialization is not the same as the faculty chosen and who have therefore passed an additional (entrance) examination; (3) have completed primary school, have worked a certain length of time in industry and who have passed the entrance examination.

The general requirements are very flexible and are so formulated as to enable each applicant wishing to continue his education and who has the ability to do so, to exercise his right to enter a higher educational establishment. Although further measures are being taken to democratize admission conditions, the basic requirement is still based on a high standard of knowledge in the subjects concerned.

In recent years there has been a substantial increase in the number of applicants to extramural departments. Several

higher educational institutions have established identical criteria for full-time and extramural studies, especially faculties whose studies require a certain amount of knowledge, without which it would not be possible to follow courses.

At the Faculty of Philosophy for example the literary level of applicants is one of the basic conditions of admission to both the full-time and the extramural courses; this requirement has therefore to be met by all students.

Over the last few years, the Republican Association for Higher Education in Sarajevo, in cooperation with the institutions of higher education, has planned the number of full-time and extramural students to be enrolled in the first year. When the number of applicants for extramural courses is restricted all applicants are considered under the same conditions but only those are selected who have obtained the best results according to previously established criteria (general, separate and special).

Some higher educational institutions make applicants' period of employment a special requirement for selection, while others require other specific qualifications. A condition of admission to the extramural department of the Split Pedagogical Institute in Caplin is that applicants should have worked in the field of education.

As admission to the Tuzla Technological Faculty and to the Pedagogical Institutes of Tuzla and Sarajevo is restricted, each of these establishments pays particular attention to secondary school results of applicants. The Construction Institute in Zagreb, with centres in Banja Luka, Sarajevo and Tuzla, admits only a limited number of candidates, as the maximum number of applicants to be admitted is decided by the Republican Secretariat for Education, Culture and Physical Education of Bosnia and Herzegovina. In order to gain admission to the Faculty of Medicine applicants must have trained for a minimum of three years in the service of which they wish to specialize. For admission to the Faculty of Forestry applicants must present a certificate from their employer.

The number of applicants admitted to the Higher Technical School in Novi Sad, which has a centre in Zavidevic, depends on the ability of production organizations to pay for applicants' tuition; the conditions of admission are a certificate attesting that the applicant works in this organization and the payment of a fee by the production organization or by the applicant himself.

A small number of higher educational establishments determine their admission requirements in cooperation with certain public organizations and institutions. One such establishment is in Derwent: the Extramural Department of the Pedagogical Institute of Osijek which admits only applicants working in the educational system who live in the district of Derwent. Particular consideration is given to secondary school results. Applicants are admitted in accordance with an agreement concluded with the Education Union

which participates in the financing of the Institute.

Conclusion

Selection is inevitable when the number of applicants exceeds the number of places available in the higher education system. Selection can be made at one of two stages: by assessing applicants' abilities before they enrol or by testing their abilities during their first year at the institute of higher education chosen.

Selection most often serves to attain two fundamental, and sometimes contradictory, aims: the choice of the most promising applicants and the establishment of criteria to ensure all social strata equal representation. These two aims can be combined in order to obtain flexible criteria which give equal opportunities of admission to applicants from all classes of the society.

The choice of selection method depends on numerous factors. The most important are: the material resources of the society, the capacity of higher education establishments, manpower needs, specific requirements regarding tuition, social and political demands, population structure, the level of development in various regions, etc.

ACCESS TO HIGHER EDUCATION IN THE UNITED KINGDOM

by Professor H.R. Pitt

The Educational System in the U.K.

Education in schools in the U.K. is compulsory up to the age of 16 and open to all students who wish to stay on until 18 or even later. School education in the State system is free, but there is an independent system in which the total cost is covered by fees. The independent sector contains less than 10 % of the total students and is comparable in its standards with the best of the State system. Students from the State and the independent schools sectors take the same route to higher education, through nationally based examinations at 18, and there is no need to differentiate further between the two school systems.

The sixth form is that part of a school which provides for students between 16 and 18 who will usually have entered it after taking the General Certificate of Education at Ordinary Level (or simply O-level). This is an examination in which each subject can be taken and assessed separately, so that achievement ranges from a bare pass in one subject to marks of distinction in nine or ten. The "new sixth form" is an expression which refers to the wide range of interest and ability which can exist at this level in the same school. In most schools, however, particularly in the second sixth form year, it is possible to identify those students who aim to continue their education after 18, and these work for the General Certificate of Education at Advanced Level (A-level). The normal pattern for them is to take three subjects together with general studies, and the subjects are related to the course which they hope to take in Institutions of Higher Education and are most often taken in groups such as Mathematics, Physics, Chemistry; Chemistry, Physics, Biology; English, History, Foreign Language; and so on.

The minimal standard required for admission to Higher Education is two A-level subjects and the proportion of the age group who achieve this has increased from 8% in 1963 to nearly 20% in 1976. The most important module of Higher Education is the first degree, usually designated by the title Bachelor of Arts (or Science, etc.). This usually takes three years, but may extend to four in certain cases. The degree course is usually very specialized in one subject, but joint degrees in two or more subjects are available and have increased in popularity in recent years. The shortness of the degree course in comparison with that in most other countries is related to, and dependent on, the strong specialization both in

Higher Education and the sixth forms of schools. This causes some concern about the possible weakness in the general education of students, and attempts are still being made to broaden the curriculum in sixth forms, although the assumption is made that this will not seriously change the form of degree courses.

It is convenient to define Higher Education in the U.K. as that related to first and higher degrees or their equivalents, and work at this level is carried out not only in Universities but also in the Institutions in the "public sector". These latter comprise Polytechnics, which have a high proportion of students doing degree work but also others doing shorter courses at varied levels, Further Education Colleges, in which there is a smaller proportion of degree level work, and the Colleges of Education (or Higher Education). The numerical balance between the sectors is shown in the following table. The number of Colleges of Education has been greatly reduced, many being joined with Universities or Polytechnics, and most of those surviving have diversified their courses to include more general degree level courses - mainly on the Arts side.

	Student Numbers	
	1976-77	1981-82 planned
University Sector	271,800	310,000
Public Sector	244,200	250,000
T O T A L	516,000	560,000

A basic feature of Higher Education in the U.K. is the close association of teaching and research. This has always been so in Universities, but the development of research in Polytechnics has been slower and more recent. The Universities now provide not only the main training ground for future scientists, but also a large proportion of the national output of actual scientific research. In this, they work closely with Government Research Institutes and with the Research Councils, which allocate Government funds to Universities and Polytechnics. The strength of research is indicated by the fact that about 20% of University students are postgraduates.

The Universities and, to a more limited extent, the Polytechnics provide the full range of subjects: Arts, Science, Technology, Medicine, Agriculture, etc. and there is no fundamental distinction made between vocational and non-vocational subjects, although methods of teaching and career prospects will naturally vary.

Access to Higher Education

The "main stream" of admissions to Higher Education consists of students who enter directly from school at the age of 18+ having passed in two or more A-level subjects. These comprise about 16% of the age group, of whom about two-thirds go to Universities. Admission to Universities is almost exclusively through the Universities Central Council on Admissions (U.C.C.A.) which processes the admission of about 75,000 undergraduates each year from a total application of 150,000. This last figure, however, contains a large number of students who have applied previously, or are not qualified by the necessary A-levels, so that the chance of admission for any qualified student is much higher than 50%. In fact, most students who are sufficiently able and motivated to succeed in a university course will obtain a place.

The U.C.C.A. is a very effective machinery for arranging the orderly admission of students to Universities, but it is essential to emphasize that it makes no decisions. It simply arranges and records the supply of standardized applications from students to (five) Universities of their choice, the offers of places made by Universities after consideration of the applications, and the acceptance or rejection of these offers by students.

There is at present no comparable machinery for Polytechnics or Colleges which act independently but with increasing difficulty, and pressure for places may lead to the development of something similar.

The main obstacle to access to Higher Education is therefore academic in that at least two A-levels in appropriate subjects are needed for admission. In fact, admission, at least to most Universities, is competitive in that there is a very strict limitation on places (numerus clausus is almost universal!) and these are offered to the best qualified students. The degree of competition will vary from time to time and between subjects, so that at present, for example, three A-levels with very high grades are needed for Medicine, while students will be admitted to certain other courses with only two A-levels at lower grades.

However, if we include the whole of Higher Education, it seems that a very high proportion (90% or so) of students who are qualified with two A-levels, and who wish to go on to Higher Education will be able to do so.

It may be seen as a rather strange coincidence that this should happen, but it is much more likely to be the result of a long historical adjustment between the number of places provided and the traditionally established standard of achievement at school which will secure admission. It can be argued, of course, that the academic barrier is too high and that access to Higher Education on a more massive scale would be achieved if admission standards were reduced, but there appears to be no very strong political demand for this at present, and the present balance

between numbers, school achievement and motivation is generally accepted. It is expected that the total number of students in Higher Education will increase from 516,000 now to 560,000 in 1981, but after that there will be a substantial fall in the size of the relevant age group, and there is no plan to make further provision.

The financial barrier is not a very acute one in general (although it may be for individual students) since most U.K. undergraduates have tuition fees and minimal subsistence costs provided from public funds. Even so, students have not enjoyed a high material standard of living in comparison with their contemporaries who went into paid employment instead, but the balance has been changing recently owing to the higher rate of unemployment and there is a consequential desire among those who can get admission to Higher Education to do so.

Perhaps the most significant barrier to a further large increase in the demand for Higher Education is that of motivation. This is affected partly by the perception among school students of career opportunities and the limit to the number of posts likely to be available in the main professions and also to the traditions and customs of their peer groups. There is, for example, a distinct regional variation in which a higher proportion of students in the South of England go on to Higher Education than those in the North. There is also a wide difference between boys and girls, with about twice as many of the former, although the balance here is also changing.

Although admission to Higher Education is selective, and very severely so in some subjects, there is no further selection during the course, except through an evident failure to keep up with the work or through illness or other personal circumstances. The total rate of failure to complete a degree course in Universities for all reasons is about 10%. The rate is rather higher in Science than Arts, but there is no other significant disparity between different groups. This low overall failure rate is almost certainly related to the fact that a student expects to remain in the same institution throughout his course and to benefit from the personal interest and support of teachers who know him as an individual. This means that there is no strong tradition of student mobility except at the change from first degree to postgraduate work. On the other hand, the student/staff ratio of nine to one is still favourable - and expensive.

Other Groups of Students and the New Clientele

There is in the U.K. a great deal of experience of the acceptance into further and Higher Education of groups of students outside the main stream of entrants of 18+. A pioneering initiative began over a century ago in the Workers' Educational Association in association with University Extension Centres. These provided courses in a wide variety of subjects at different levels with

very little required in the way of formal examination qualifications. The courses did not usually lead to work at degree level, but this was provided mainly through the external degree of the University of London for which the teaching was provided in a great variety of local colleges while the examinations remained under the control of the University. This was a most admirable institution, but its work has now been taken over by the Council for National Academic Awards (C.N.A.A.) which validates all degrees in the institutions of the public sector.

The other major institutional development has been the setting up of the Open University. This again is a pioneering enterprise which was granted its Charter in 1969 and accepted its first 25,000 undergraduates in 1971. Its aims, as set out in its Planning Committee, were to be:

> "to provide opportunities, at both undergraduate and postgraduate level, of higher education to all those, who for any reason, have been or are being precluded from achieving their aims through an existing institution of higher education".

By requiring no entrance qualifications and by allowing adults to combine degree-level study with full-time work, the Open University was to be a University of the second chance. It was designed to help those people who were fully capable of obtaining a degree but who lacked the necessary entrance requirements, or had been born too early to benefit from the post-Robbins expansion in Higher Education, or were currently being barred from entry due to the great competition for places. The University was not designed to be in competition with other Universities and it set out specifically to meet the needs of adult students. It was originally laid down that students should be at least 21 before admission to the Open University, but although this restriction was later removed, the intake of students directly from school or soon after has not been substantial, and the age distribution is very wide. It appears, in fact, that the method of teaching through correspondence, radio, television and residential courses in the buildings of other Universities during vacations are better suited to more mature students. It is certainly the case that the Open University courses demand strong motivation and much hard work. It is already clear that the Open University provides a most valuable opportunity to many people who would otherwise be denied a chance to study at degree level, but it is too early yet to predict how far it will develop. It is not an easy path but it has the great merit that it is genuinely "open" to any really able and determined student. On the other hand, of course, its standards are as high as those of any other University and this, together with the practical financial and domestic problems of potential older students, make it unlikely that it will contribute greatly to the build up of mass Higher Education in the U.K.

A group of students in close relationship to those of the Open University consists of full or part-time mature students at all the Universities, Polytechnics and Colleges. These are people

generally over 26 who are admitted either on previous examination success at A-level or without formal qualification but with promise of being able to take successfully a normal degree course in company with main stream students. Such students are generally welcome, but they often have serious financial and domestic problems, so that numbers are unlikely to be large.

Finally, Universities and Polytechnics offer a wide variety of in-service courses for mature students who are already in posts and who are released (and often paid) during their absence by their employers. This is a very valuable and successful development and one which is likely to expand, particularly after 1981 when the 18 year age group decreases and the pressure on undergraduate places becomes easier. Thus provision ranges from short intensive courses of a few weeks to full one or two year courses leading to the degree of Master. These tend to be specialized and vocationally directed and are offered over the whole range of subjects. The students are almost invariably highly motivated, and it is in this direction that it seems likely that major University development will take place. There is far greater support for this, both from Government and from potential students, than for further extension of non-vocational studies.

It is perhaps inaccurate to refer to these groups of students as the new clientele. It is certainly a different clientele from the main stream, and a very important and interesting one, but it has been in existence for a long time. What is new is the size of it, particularly the in-service training element and there is a growing political support for the further encouragement of it.

As regards information and guidance to potential students, there is no problem about this for the main stream from school. Schools are familiar with the procedures for application for places, although this is inevitably a rather complex operation, and information is readily available. It is not so easy to provide information to all the older people who might be encouraged to pursue their education. This is a matter of concern in Trade Unions, for example, and there is no doubt that further efforts should be made to make access as open as possible to people already working in Industry as well as the Professions.

Higher Education and Manpower Planning

It is accepted that there must be a relationship between estimated needs for professionally trained people and the educational system which produces them, but there is some mistrust of calculations of this sort, which is reiforced by a number of spectacular errors of prediction and planning in the past. The most serious of these was the discovery that the teacher training colleges, after being expanded over the last ten years to remedy a deficiency in the supply of teachers, were now much too extensive for the expected requirements in the future, when the number of school children will be decreasing. This has led to the closure of many colleges and the incorporation of others into Universities

and Polytechnics. There is evidence that the output of other types of specialists will also be greater in the near future than the number of posts available to absorb them. The fields of work affected in this may already include Architecture, Town Planning, Teaching in Higher Education, Scientific research and, more recently, even Medicine.

It is generally agreed that it will never be possible to obtain a close match between supply and demand for highly specialized people if the problem is posed in too rigid a way. There is, fortunately, a different and much more fruitful approach if we observe that many difficult and responsible tasks have traditionally been carried out by people who are intelligent and well educated, but who have not specialized in a subject which is exactly related to their future careers. The Civil Service is the obvious example, but it appears that more than half of our graduates eventually find employment in fields in which their particular degree specialization is not relevant. Thus, provided that sufficient specialists are produced to do the work which only they can do - doctors, lawyers, etc. - the surplus will, so long as they are adaptable and enterprising, find satisfying work in a very wide variety of posts. This is what is now happening, with the result that most graduates can compete very successfully for posts which they find acceptable even if not quite what they expected.

Trends and Other Observations

The main trends are:

- Rapid decline in the provision for teacher training.
- Steady increase in the proportion of women - now 35%.
- No great change in proportion from social groups and continuing concern about the lower proportion of students from the working class.
- Some geographical imbalance, with too few students from the North of England, but no great disparity between urban and rural regions.
- Over the last five years there has been an unwelcome swing in student preference from Science to Arts, possibly due to the decline in quality of Science education in schools. This now seems to be correcting itself, and recent evidence from U.C.C.A. suggests that the balance may be restored within another two years. This will correct the imbalance within Higher Education where there have been to many students in Arts and too few in Science and Technology for the resources available in each. The main problems are the effect of financial stringency on the quality of education, anxiety about employment prospects and internal problems of promotion blocks, lessened opportunities for young scholars in Universities, and other problems arising from a sudden halt after a long period of expansions.

There are few major innovations or developments going on at present. One potentially important innovation, the Diploma in Higher Education (Dip.H.E.) is an attempt to introduce a two year course which could be either a terminal course for some students or a modular component in a three or four year degree course for others. This has been started in a small number of institutions, including the former Colleges of Education, as part of their diversification, but it is too early to say for certain whether it will establish itself. There is limited support and enthusiasm for it and a widespread scepticism about the need for further innovation for the present.

In fact, there is a general mood of stability and consolidation after what is seen to have been a period of great (and possibly excessive) change and experiment. The main structure of Higher Education seems generally acceptable and, what is more important, is not the subject of deep political controversy between the main parties although there is vigorous argument and discussion about particular problems and aspects of it. More specifically, there is no political concensus in favour of a further massive increase in Higher Education and certainly no national commitment to it. The present emphasis is on making better provision for the 16-19 age group for whom the present arrangements in Higher Education are not appropriate.

ACCESS TO HIGHER EDUCATION IN SPAIN

by Professor Fernando Reinoso

In Spain, access to higher education is at present a much discussed and highly controversial subject. This interest in the subject is, however, not recent. Prior to 1971, before the new General Education Act, passed in August 1970, came into effect, the selection process for access to higher education required several stages. After four years' primary education and six years' secondary education (with final examinations at the end of the fourth and sixth years entitling students to certificates of lower and higher "Bachillerato" respectively) students wishing to gain access to higher education had to attend "pre-university" lectures for one year. Final selection for university courses was made at the end of the first year at the university. Students were allowed to sit each examination twice. However many claimed that they were unable to take the examinations at the stipulated times, with the result that a certain percentage remained in the first year for several years.

The General Education Act - 1970

The provisions of the General Education Act of 1970 first came into effect for the academic year 1971-72. The "pre-university" year was replaced by an university orientation course ("curso de orientacion universitaria" - usually referred to as COU). Students are automatically eligible for the COU course on successfully passing their sixth year higher bachillerato examinations. Unlike the "pre-university" year no examinations are held at the end of the COU course. Students may go on to study at whichever course they choose. No restrictions are imposed on the choice of faculty.

In the same year (1971), primary studies (referred to as General Basic Education following the new Education General Act) were increased to eight years and the certificate of lower bachillerato was replaced by the certificate of "graduado escolar" for which no test is necessary. Higher bachillerato studies cover a two year period and are followed by the COU. In 1974, however, it was proposed that higher bachillerato studies be increased to three years. This extension to secondary studies came into effect for the academic year 1976-77.

Since 1972, therefore, students completing the COU year have had direct access to the university without having to take any

form of test or examination. Provision was also made in the Education Act for persons over 25 years of age wishing to enter university but who had not completed their secondary studies. For this group, the only requirement is to pass an official entrance examination. Other paragraphs of the Act provide direct university entry for those groups of people with qualifications in general basic education, eg. teachers, nurses, etc.; for these groups the higher bachillerato certificate is not necessary.

Other sections of the Education Act altered the status of certain engineering and technical studies and of primary school teacher training studies. These latter courses, lasting three years, are now considered as university level courses leading to a diploma rather than a degree. Whereas previously, the only academic requisite for entry was the lower or higher bachillerato certificate, colleges now demand the COU. Recently, nursing was also included in this group.

In 1972, the Ministry of Education ruled that the first year of university studies, would no longer be selective in nature. Nevertheless, the Education Act had stated in its Article 36.2 that "the universities may establish criteria to determine access to those Faculties and University Institutions which have previously received authorisation to do so from the Ministry of Education and Science". Likewise Article 125.1 states "students have the right to choose that centre of education most suited to their wishes provided that he can comply with the entrance requirements and that there are sufficient available places". In the academic year 1972-73, certain Faculties of Medicine were faced with an enormous influx of students, (Figure 1), with varying academic backgrounds. As resources were limited these Faculties decided to put into practice the above mentioned access criteria. The majority of Spanish Medical Schools followed suit in 1973-74 and the tremendous growth of medical student numbers was considerably reduced. (Figure 2). Certain Universities (such as the Autonoma of Madrid) introduced entrance examinations for all Faculties for the academic year 1973-74.

Law on Access to University Institutions - 1974

For the purpose of improving the distribution of the student population amongst "the different educational options, so as to ensure a proportional number of qualified persons for all of the nation's activities" a Law was passed in 1974 which provided for Aptitude Tests for entry to university institutions. It was true that university institutions had been inundated and their teaching possibilities saturated "to such an extent that their own basic functions to the benefit of society and scientific progress were seriously impaired".

Article 36.2 of the Education Act was annuled by this new Law which, since it endeavoured to meet the needs and desires of all concerned, proved to have incompatible objectives and consequently did little to improve the situation of the University.

One paragraph of the Law of 1974 states "in no instance will there exist a predetermined number of apt students nor, in the future, will new tests be set for selection to the various Faculties and University Institutions". The same paragraph goes on to add "None of the entrance examinations will be eliminatory and the academic record of the student will be taken into account when giving a final mark". This law has not, therefore, contributed to the control of student quality nor has it helped to distribute students according to the possibilities of the university institutions and the needs of the country. In fact, 80 to 90% of those who sat entrance examinations passed and therefore had a legal right to enrol in the centre of their choice. This situation caused the almost complete collapse of certain Faculties, such as those of Medicine, that experienced a dramatic inflow of students for the academic year 1975-76 when selection was based on the provisions of this new law for the first time. (Figure 2). For the academic year 1975-76 more than 21,000 students enrolled in the first year and this figure rose to nearly 25,000 in the following academic year. Figure 3 shows the increase in enrolments in Spanish university institutions for the academic year 1975-76 to almost 450,000 students. The growth rate was similar to that recorded for the 1974-75 academic year when the law had not yet come into effect.

This chaotic situation has forced the present Government to pass a ruling that allows for limited enrolment numbers in certain Faculties, for example the Medical Faculties, in accordance with resources and capacity. However, Ministerial approbation must first be requested. The enforcement of this ruling has been the subject of tremendous controversy. A considerable number of universities, bowing down to public opinion and pressure, have allowed all applicants to enrol in the institution of their choice. This same pressure has meant that enrolment figures with ministerial approval greatly exceed the teaching possibilities of the Faculties. This is clearly illustrated in Medicine where almost 30,000 enrolled in the first year (this figure includes new students and those repeating their first year).

Spain is a country with limited resources and cannot give a good university education to such massive numbers. Unfortunately, this situation will be difficult to solve as long as the aim of most students is to obtain an academic qualification, regardless of the quality of the education given.

The Ministry of Education provides a considerable number of grants that are relatively easy to obtain. (Last year, approximately 1,000 million pesetas were allotted to 80,000 students and practically all those who applied received a grant). There also exist so-called "salary grants" (becas-salario) for those with no other source of income.

Mention should also be made of the Universidad a Distancia that provides university level postal correspondence courses, in mainly, non-experimental subjects. Most students who enrol are over 25 years old and choose this form of university education as they often live in areas with no University. Conditions and

requirements for enrolment are the same as for other universities.

The principal limiting factor preventing the large-scale admission of students to University is insufficient teaching staff. The enormous growth in the student population and the subsequent lowering of standards of degree level courses, does not help towards the training and preparation of new teachers at university level. There are unfortunately fewer and fewer gifted students who decide to take up University teaching as a career. The main reasons for this phenomenon are the deterioration in teaching standards and, invariably coupled with this, the lack of interest or incapacity to carry out research. Out of 450,000 students in 1975-76 there were 2,844 professors or "catedraticos", 2,722 senior lecturers (associate professors or "agregados"), 9,535 lecturers (assistant professors or "adjuntos") and 12,627 other junior assistants and postgraduate scholars who basically help with practicals.

The indiscriminate selection system causes higher student wastage even though the academic level demanded of students is constantly being lowered. Depending on the School or Faculty, only 35 to 60% of those who start a degree course eventually finish, and only one half of this percentage graduates within the appropriate time.

All these circumstances concur to create a rising population of frustrated students and, worst of all, an increasing number of poorly trained graduates faced with the dramatic problems of unemployment.

SPAIN

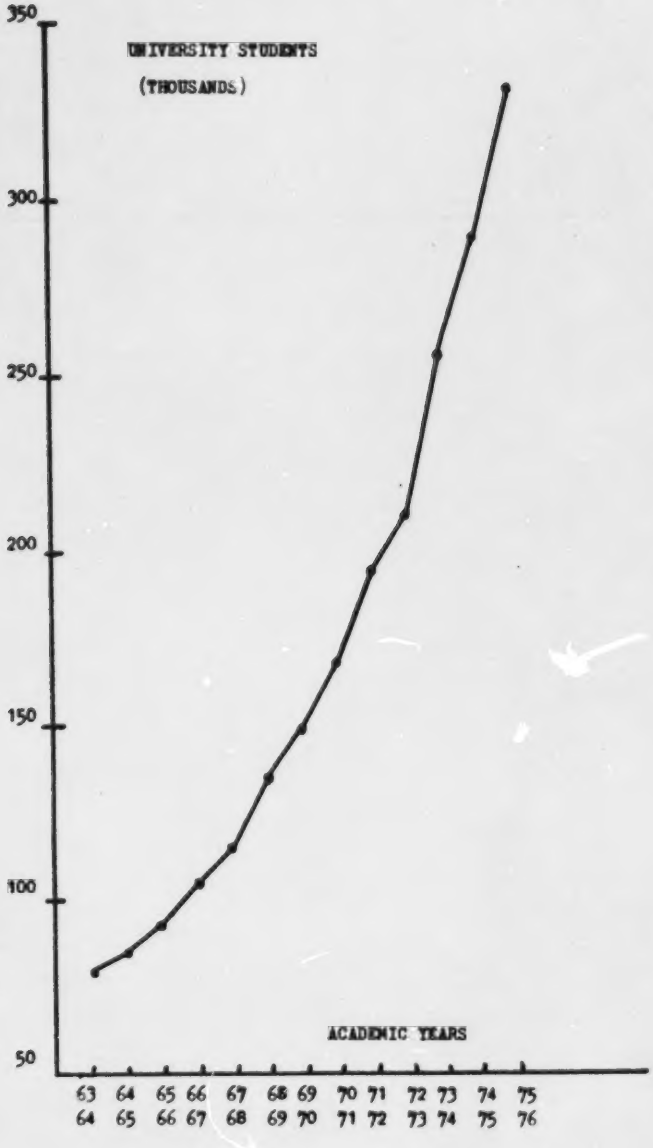

Figure 1

SPAIN

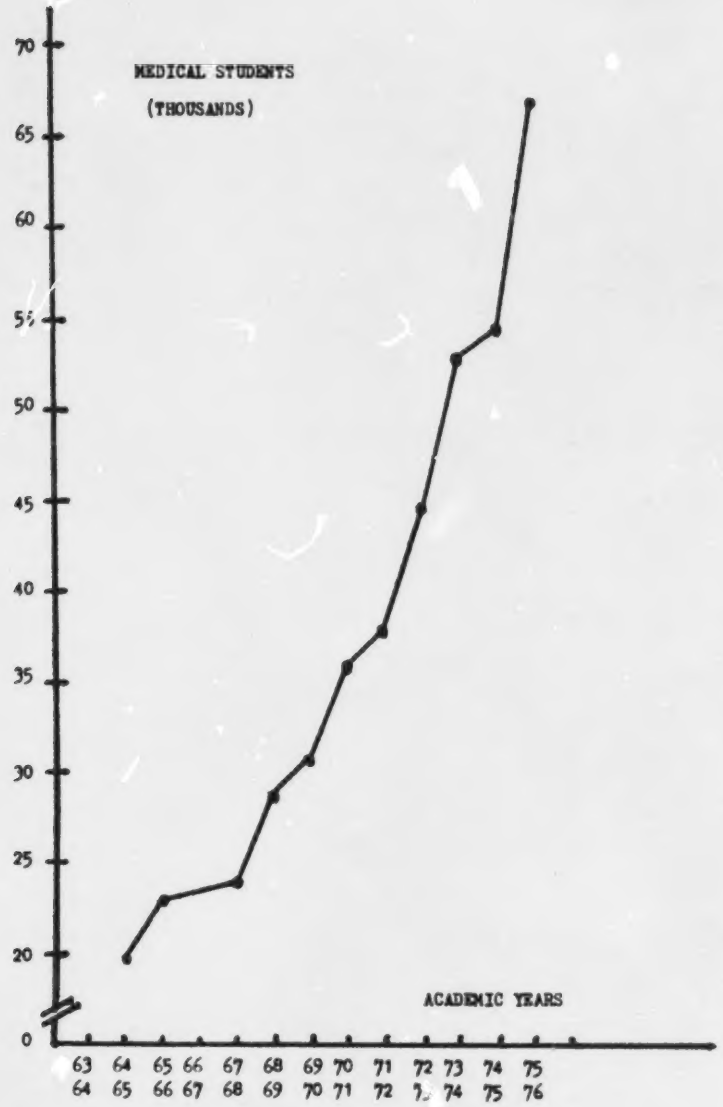

Figure 2

S P A I N

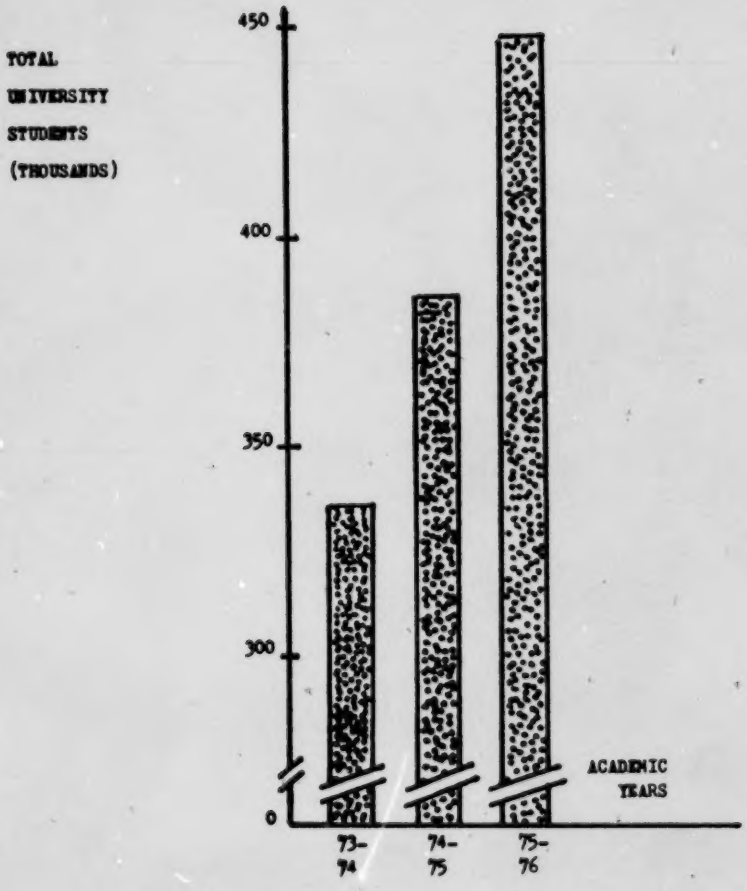

Figure 3

SYSTEM OF ADMISSION TO HIGHER EDUCATION IN THE HUNGARIAN PEOPLE'S REPUBLIC

by Mrs. Edit Sipos

In the Hungarian People's Republic open (so called de jure) selection is the rule i.e. the most apt candidates are selected from applicants on the basis of competitive entrance examinations, in close accordance with the national economy's quantitative needs for experts.

The most problematic issue is the tension between the ever increasing social demand for higher education and the numerical contigents calculated on the basis of the economy's prognostic plans for manpower needs.

The responsibility of organizations making selection for higher studies is underlined by the fact that applicants' performances at entrance examinations are determined by numerous factors (social background, financial resources available, social and geographical environment, the type and quality of general and secondary education) which produce rather different chances of admission, independent of the student.

The preparation for higher studies is principally the task of secondary schools. However the results achieved by these schools vary considerably as they can do very little to bring their pupils of different socio-cultural background to a comparable standard. There is therefore a limit to their provision of equal opportunities of access to higher education.

In 1962, the VIIIth Congress of the Hungarian Socialist Workers' Party examined this problem and abolished all kinds of discrimination against higher education candidates on the basis of parents' social and professional status and set criteria of performance, talent, aptitude, and character. It therefore encouraged all attempts to overcome all the problems that had arisen in this area. After a transitional period, when the number of children of manual workers in higher education fell considerably, the modifications of the system of admission, and measures to help secondary technical school leavers to continue their studies in the same field at higher level, have brought positive results.

A new type of preparatory course was organized in 1973 to promote the access of young skilled workers in large industrial plants to higher education. Two hundred young skilled workers were selected to attend this course in the 1973-74 academic year. Their employers granted them study-leave.

To date, experience has shown that this course effectively prepares the majority of participants for technical universities or higher colleges of technology. Participants are also provided with grants for the time of their studies, by their employers.

In the 1975-76 academic year, similar courses were organized to prepare outstanding skilled workers for higher studies in other fields such as economics and law.

These courses, if completed with success, qualify the participants to gain admittance to higher educational institutions, without having to take an entrance examination.

Changes in the system of admission

The system of admission introduced in 1963 is still operative in Hungary, though some of its aspects were modified to a considerable extent following the decision of the Central Committee of the Hungarian Socialist Workers' Party on the tasks of development in the field of State education, June 15th, 1972.

In 1973, the Ministry of Education ruled that applicants for higher studies in fields where mathematics is one of the required subjects of the entrance examination should take a combined secondary level/higher entrance examination at the higher institution in which they wish to enrol. This decision, of an experimental nature, was intended to ease pupils' work volume. In that year the Ministry of Education also modified the method used to calculate the marks "carried over" by a pupil from the secondary school on the basis of his or her secondary school results (which may make up as much as 50% of the total 20 marks given at higher entrance examinations). It was ruled that the average results of the school-leaving examinations should not be taken into account if the pupil had obtained better results in secondary school grades 3 and 4 (or 2 and 3) in those subjects to be taken in the higher entrance examinations. Formerly, the marks given for secondary school achievement has been calculated using the average result of the seconcary level examination and the average marks obtained in grades 2, 3 and 4 in those subjects that were taken for the higher entrance examination.

On the basis of the experiences obtained in the experimental year 1973, the system of admission to higher education was further modified in 1974. As for mathematics, combined written school-leaving/higher entrance examinations were also introduced for physics, and in 1975 for biology. In 1977, for the first time, some secondary technical schools organized the secondary level and higher entrance examinations at the same time in association with the relevant higher college of technology.

The compulsory nature of the school-leaving examination was eliminated, even though it remained a prerequisite for admission to higher education. For the purposes of uniformity it was decided

in 1974 that the optionel calculation of secondary school results should be based on the marks obtained in grades 3 and 4 of those subjects that were to be taken for the higher entrance examinations. To ensure the mutual exchange or experiences between secondary school and university/college teachers, secondary school teachers were given the opportunity to participate in the oral higher entrance examinations in 1974.

The admission procedure for full-time higher education

Anybody under 35 with a secondary school certificate and fourth grade pupils of the secondary schools may apply for admission to full-time higher education.

The prerequisite for admission to higher education is the secondary school certificate which can be taken either in workers' evening and correspondence schools, in secondary technical schools, or in gymnasiums.

In a given academic year, pupils can apply for admission to only one institution(faculty),but they can also apply for admission to an art college, a military college, or a university abroad.

Secondary technical school pupils may replace one of the subjects of the oral entrance examination with a theoretical subject in their field of study.

The applicants for admission to higher educational institutions are selected on the basis of the higher entrance examination The latter consists of written, oral, and, for certain courses, practical examinations. The maximum number of written, oral, and practical examinations is four.

The test papers in mathematics, physics and biology are set by the Ministry of Education, and are the same for every institution. Written examinations in these subjects are held together with the written school-leaving examination.

All the applicants for admission to a higher educational institution where the requirements include an examination in mathematics, physics and biology must take this joint written test, regardless of when they completed the secondary school, or whether they are applying for full-time, evening, or correspondence courses. The universities of technology also co-operate with the colleges of technology, in conducting oral examinations for candidates applying for admission to engineering or production engineering courses, and also collaborate in order to select successful candidates. This organizational pattern is called "entrance examination for branches of study".

At the entrance examination, written, oral and practical tests are given a mark between 1 and 5. As there are 4 examinations in all the maximum score is 20.

For full-time courses the maximum number scores the applicant can obtain at the entrance examination is ten - that is half of the total of the four marks obtained.

In admission to full-time courses, the marks given for secondary school achievement are added to the marks obtained at the entrance examination. A maximum of ten marks can be given to candidates on the basis of their secondary school performance in the subjects of the entrance examination.

Secondary technical school-leavers can choose to replace one of the entrance examination subjects with a theoretical subject of their special field of study. In order to avoid any misunderstanding of the terms "theoretical subject of a special field of study" and "continuing studies in the same field", the official Information Leaflet specifies which universities and colleges provide courses "in the same field" for each branch of study. It also specifies the subjects that can be chosen instead of one of the entrance examination subjects.

Applicants for admission to primary school teacher training institutes, courses in special education, and to courses in psychology at the university faculties of arts, are expected to take a career aptitude test, before sitting the entrance examination. Those who fail this test cannot sit for the entrance examination, but their application forms are sent to other higher educational institutions, if requested.

The oral entrance examinations are not held until the written tests have been marked. Those who fail the two written tests cannot take the oral examination.

When all the higher education places available are filled with the best applicants, the lowest mark obtained by those who did not gain admittance is taken as the "relative minimum mark". Those applicants who obtained this minimum mark or more, and who did not gain admittance for lack of places are considered as being "up to standard". If they so wish, these latter applicants may apply for admission to the same faculty or institution the following year - without having to re-take the entrance examination. However they have no right of appeal should their marks be below the "relative minimum mark" calculated the following year.

Those who do not come up to standard may re-sit the entrance admissions the following year.

The admission committee notifies applicants of its decision within three to six days. Any appeals against this decision must be addressed to the rector/director-general, or director/ of the institute, and must be mailed within eight days after receiving notification. All appeals are then forwarded to the relevant department of the supervising ministry within 25 days after the dead-line for appeals. They are then examined by a committee comprising senior members of the supervising ministry and of the higher educational institution.

Part-time higher education, evening and correspondence courses

Employees, members of cooperatives and those enlisted for military service, can apply for admission to evening or correspondence courses provided by the universities and colleges. There is no age limit.

Those who obtain the secondary level certificate at evening or correspondence courses may apply for admission in the same year that they complete their secondary studies.

All applications for admission must be submitted together with a certificate of secondary studies, or a diploma of higher education, curriculum vitae, and official record of good behaviour.

Applicants must take an entrance examination. Entrance examinations are held in the subjects and list of topics as specified by the Information Leaflet published by the Ministry of Education annually.

At the entrance examination, oral and written tests are marked separately, between one and five.

Applicants for admission to evening and correspondence courses can obtain a maximum of twenty marks, i.e. the total marks given for the four entrance examination tests. Those who obtain less than ten marks at the entrance examination are not eligible.

Graduates of other higher educational institutions are exempted from the entrance examination.

Priority is given to applicants for evening and correspondence courses, who need the qualifications of the particular institution in order to meet the requirements of their job.

Students of evening and correspondence courses are provided with some allowances and advantages at their place of work e.g. favourable working hours, study leave, etc.

Development trends in the admission system

The modifications of the system of admission that have taken place in recent years can therefore be summarized as follows: secondary technical school-leavers, who for the majority are children of manual workers, may opt for a theoretical examination in the place of one of the subjects of the oral higher entrance examination if they continue their studies in the same field; the introduction of combined school-leaving/higher entrance examinations; the changes in the methods of calculating marks; the organization of a new type of preparatory course for higher studies. As a result of these modifications, the number of children of manual workers has increased not only among applicants but also among those who were admitted to higher education institutions. Children of manual workers accounted for 42.9% of applicants for full-time courses

in 1974 and 52.1% in 1976. Their percentage among those admitted was 47.98% and 55.64% respectively.

The changes that have been introduced into the system of admission in the Hungarian People's Republic since 1973 are also an indication of probable developments.

One of the most important changes was the organization of combined school-leavers/higher entrance examinations, which allowed for greater objectivity in assessment and also reduced pupils' work load. On the basis of the experiences gained during the years of experimentation, this kind of examination can be organized in subjects other than mathematics, physics and biology.

The entrance examinations held jointly by the universities and the colleges of technology, as well as the joint school-leaving/higher entrance examinations organized by secondary technical schools and the relevant colleges, point to other possible trends in development, since they can help to establish a better balance between the number of places available, and the knowledge, ability, and aspirations of applicants, while also making the admission procedure much simpler.

Institutions of higher education show an increased interest in aptitude and ability tests. Psychological tests to assess ability for specific professions have been developed and given on an experimental basis for entrance examinations to some courses in technology, medical universities and colleges of education. Follow-up studies carried out at present attempt to establish the validity of the methods applied, and their reliability in diagnosis and prognosis.

The results gained so far have led numerous experts to seek opportunities to develop the present system of admission into this field. In addition to standardized subject tests widely applied in admission procedures to ensure that applicants have the capacities required for the chosen field of study, institutions of higher education are showing increasing interest in methods which can determine aptitudes for a given career.

Some statistical data

On average, the number of applicants for admission to full-time courses is 2,41 times as high as the number of places available. This rate of "over-application" is, however, much higher at certain higher educational institutions such as the arts and science faculties, and colleges of education, where it is 2,78 and 3,04 times. At nursery and primary teacher training colleges the rate is 1.59 and 2.11 respectively.

In the 1976-77 academic year, out of a total of 49,961 applicants:

	12,957	were admitted to full-time courses
	1,233	to evening courses
	4,382	to correspondence courses
TOTAL	18,572	(i.e. 37.17%)

The total number of students attending the 102 faculties of the 56 institutions of higher education in the 1976-77 academic year was 110,528 (including part-time students).

Full-time students accounted for 64,496 (i.e. 58.4%) of this total, evening students for 9,209 (i.e. 8.30%) and correspondence students for 36,823 (i.e. 33.3%).

ACCESS TO HIGHER EDUCATION IN EUROPE: SOME CONSIDERATIONS ON RECENT DEVELOPMENTS

by Ulrich Teichler

Enrolment Trends and National Policies on Access to Higher Education

In many countries there has been a remarkable shift in general attitudes towards the expansion of higher education over the last few years: more and more doubt has been expressed as to the need for expansion on a large scale to ensure economic growth. Acute economic problems have affected the employment opportunities of graduates as well as governments' readiness to support further expansion in higher education. It would be interesting to establish to which extent views on desirable enrolment quota have been modified in European countries during the last few years and which goals affect these views.

There was a general decline in the growth rates of higher institution attendance during the Seventies. To what extent is this due (a) to changing aspirations of students regarding future job prospects, (b) to other factors indirectly influencing individual educational aspirations, or (c) to measures taken by government agencies, institutions of higher education, etc. in order to reduce higher education enrolment ? Is it considered likely that the number of people wishing to enrol in higher education will fluctuate according to desirable enrolment quota e.g. the corresponding age group ?

If an "equilibrium" between the demand for higher education and governments' views on a desirable quota of enrolment is not to be expected, how do national policies plan to handle this discrepancy ?

Some proposals could be:

- Direct measures to restrict enrolment (in capacity planning, financing of higher education, definition of prerequisites for admission, etc.);

- Indirect measures aimed at influencing students' aspirations (which roles do guidance, reward of occupational experience, etc. play in this context ?);

- Accepting or even encouraging an increase in "social demand" for higher education which would mean an expansion of institutions of higher education in proportion to the changing numbers of applicants.

In the Federal Republic of Germany some educational reform

plans had forecasted or proposed a higher institution intake of about 30 per cent of the corresponding age group during the late Eighties. The Federal Commission for Educational Planning (Bund-Länder-Kommission für Bildungsplanung), in its Comprehensive Plan for Education in 1973, oresaw a rise in the proportion of students entering all institutions of higher learning from 14.2 per cent of the corresponding age group in 1970 to 22-24 per cent in 1985; the lower figure reflected problems of financing the expansion of higher education rather than notions of manpower requirements. During the early Seventies the Federal Republic of Germany belonged to those countries which did not experience a slowing down of growth rates in the number of total students or first year students. Since 1974, the growth rate of the quota of first year student enrolment has declined significantly. But, even if the quota of the corresponding age group wishing to attend higher institutions does not grow significantly in the near future, demographic patterns will cause a remarkable absolute growth up to the mid-eighties. The causes of the relative decline of growth are not clear: public statements made by politicians, employers, representatives of universities and professional organizations might have had a deterrent effect. The growing economic problems since the autumn of 1973 have stirred up a new debate on manpower requirements. In 1976, there appeared to be general agreement that in spite of growing economic difficulties, admissions should not be further restricted in order to guarantee equality of opportunity between current and future generations of students.

Notions of Manpower Requirements and Policies on Access

In many countries the argument has often been raised that enrolment trends in higher education will lead to a growing "mismatch" between the education and the employment systems. This growing concern partly reflects changing views on manpower needs for economic growth and the current economic and financial problems. Such a development is only to be expected however when the effects of mass higher education make themselves fully felt on the labour market.

But in most countries the growing discrepancy between the "demand" in traditional terms and the supply of graduates has led to policies that do not aim at gearing access to higher education to traditional notions of manpower requirements.

Among others, the following causes have to be mentioned:

- An awareness of the difficulties in forecasting manpower requirements and in shaping higher education correspondingly;

- As discrepancies between traditional "demand" and actual supply of undergraduates increased, relations between educational institutions and the labour market grew more flexible (substitution procedures, changes in requirement concepts, etc.);

- Measures to reduce the expansion of higher education in accordance with estimated manpower needs have had certain undesirable

effects - in particular the "backwash" effects of numerus clausus;

- It has ensured that educational functions other than the provision of occupational qualifications have more often been taken into account by educational policies. One argument put forward was that notions of manpower requirements reflect existing social hierarchy to a greater extent than qualification requirements. Also, there has been increasing doubt that the expansion of higher education will reduce inequality of opportunity.

- The more the expansion of higher education seemed to guarantee a suficient supply of highly qualified manpower, the more institutions of higher education could be encouraged to direct their attention towards other goals.

These conflicting notions of a growing "mismatch" between higher education and employment on the one hand and the doubts about the necessity and desirability of gearing the education system to presumed manpower needs on the other hand do not lead in most countries - this hypothesis can be justified - to a consistent admissions policy either in favour of or to the disadvantage of traditional manpower notions. Rather the general reaction seems to be that some sectors of higher education are made more selective, while others are made more accessible. These have been efforts to make higher education "diversified" rather than hierarchical. It would appear therefore that the most obvious effect of manpower requirement notions on access to higher education is not a general restriction of access but rather a substantial change in the pattern of coexistence of selective and open admissions.

In analyzing how national policies on access to higher education reflect estimated manpower needs, the following points should be taken into consideration:

- the relation between the quantitative development of higher education and estimated manpower requirements;
- the changing impact of notions of manpower requirements on the general political goals affecting access to higher education;
- the consideration given to manpower requirements in different sectors of higher education and the extent to which overall patterns of access to higher education are subsequently affected.

In the Federal Republic of Germany the growing economic difficulties since the autumn of 1973 have caused a revival of manpower requirement forecasts which were in part more sophisticated than those in the late sixties. The institutionalization of numerus clausus and related admissions procedures started earlier and seemed to reflect unit costs of different departments rather than notions of manpower requirement. The growing concern expressed by some about "overqualification" has not resulted in relating the admissions policy more closely to future demand. Among the reasons for this, two seem to be specific to the debate in the Federal Republic of Germany: The Federal Constitutional

Court ruled that admissions policies should pay more attention to the right of the individual to receive education than to financial and labour market restraints. As mentioned above, quality of opportunity for all age groups has been a major issue in recent debates and has influenced political decisions. Recent admission restrictions only concerned a few specific areas e.g.teacher training.

Change in the Distribution of Students

Attention is paid to changes in the distribution of students according to social origin, regional origin and sex. Two shifts of emphasis however have been observed in recent years:

- The more higher education has expanded the more access of certain groups to higher education has lost significance as an indicator of social equality of opportunity. Surveys conducted in some countries have indicated that the distribution of social background has not changed considerably at least in the highly selective sectors of higher education. Up until now policies on access to higher education have been designed to reduce inequality of access to higher education in general rather than to the most prestigious sectors. The rationale of such a policy needs to be analyzed.
- In recent years, more attention has been paid to the adult student. It seems, however, that the attention paid to adult students differs substantially in industrialized countries and that the underlying motives are quite divergent.

The available statistics on the distribution of students do not really clarify whether or not there is a trend towards reducing inequality of opportunity in access to the prestigious sectors of higher education.

In the Federal Republic of Germany the percentage of students in universities (Wissenschaftliche Hochschulen) from a blue collar background rose from 4% in 1952/53 to 12% in 1973. The percentage is about twice as high in non-university institutions of higher education. We do not have any survey showing to what extent this change is due to general expansion, upgrading of institutions, etc.

During the Seventies, the percentage of students in institutions of higher education who did not have the traditional Gymnasium background increased rapidly but there was not any extraordinary increase of adult students. The percentage of female first-year students rose from 32% in 1970 to 37% in 1975.

Access to Higher Education for Adults

The arguments in favour of increasing educational opportunities for adults in institutions of higher education are very diverse. The following at least ought to be mentioned:

(a) In some countries institutions of higher education have tried to counter declining growth rates in the number of applicants by attracting a new clientele. This policy of increasing the number of adult students was designed to preserve the educational system.

(b) Many supporters of increased access to higher education for adults presuppose such a rapid change in occupational qualification requirements that new procedures for the acquisition of these qualifications by those already employed are necessary and should be taken care of by institutions of higher education.

(c) Some supporters of increased adult enrolment hope that higher education will become more adaptable to occupational needs if persons with working experience and different incentives are admitted into institutions of higher education.

(d) Growing educational opportunities for adults is considered as a necessity in order to bring about equality of opportunity. The equal opportunity debate which grew from the notion of a fair chance for all has tended to set more demanding standards (compensatory measure quotas for social groups). The legitimization of quotas which in fact lead to a form of discrimination according to social origin, sex, etc. might be called into question because for the losers of an individualized competition it can hardly be a consolation that their fellow competitors of the same social background were successful. Thus, a universal offer of a "second chance" seems plausible as a next stage in the debate.

(e) The offer of life-long educational opportunities can be conceived as a means of providing an immediate solution to the ambitious young people.

These different goals are to a certain extent incompatible. In addition, doubts can be raised as to whether growing adult enrolment in education will really have the desired and expected results. It would be helpful therefore if, during this meeting on access to higher education, views could be exchanged on the following:

- trends in adult enrolment;
- the aims of increasing adult enrolment;
- how admission criteria and procedures are changed in order to facilitate access for adult students;
- the effects that policies aimed at facilitating the access of adults may have on the access of young people and on the higher education system in general.

In the Federal Republic of Germany the debate on adult enrolment has given rise to substantially different arguments in favour of the latter and has led to minor political measures to

encourage adult enrolment. However there has been a very slow increase in the adult student population. The expected rise in the absolute number of young applicants over the next ten years will pose problems of capacity if the adult student population does increase at a faster pace.

Greater Access to Higher Education and the Selection Process within the General Education System

The emphasis placed on access to higher education mainly depends on the importance given to it by the selection process within the educational system. In most countries access to higher education has grown in importance within the total pattern of selection, because (a) selection at earlier stages has been gradually delayed, (b) as the number of students at institutions of higher education has grown, higher education has become more stratified, and (c) higher education has not, as expected by some observers, lost its importance as regards certification. Recently however, policies in many countries have been aimed at reducing the overburdening of higher institutions by further spreading the process of selection over a longer period. It would be interesting to determine how far this can be considered a common trend in European countries and what the causes of the changing policies towards the selection pattern within education are. By selection pattern is meant the different selection stages within a given system e.g. secondary school examinations, end of year/cycle examinations in higher education, etc. Selection policies may be altered to take into account transfer opportunities from one specialization to another or the changing role of higher education in the social reward system.

In the Federal Republic of Germany the measures taken to facilitate the access to higher education of persons who had not had the benefit of traditional Gymnasium education first made themselves fully felt in the Seventies. At the same time the introduction of numerus clausus for some subjects had the effect of attracting more applicants for those subjects. Although national policies favoured the expansion of non-university institutions of higher education, the percentage of first-year-students in these institutions remained fairly constant as students mostly preferred Universities (Wissenschaftliche Hochschulen). The percentage of students and graduates from short-cycle institutions transferring to universities increased rapidly.

Policies to ensure employment opportunities for graduates. Transfer opportunities

Some years ago policies to avoid "blind alleys" in education by offering almost all students the opportunity to reorient their educational career were more or less accepted as an undisputed goal of educational reform. It was hoped that this flexible selection policy would increase equality of opportunity, encourage students to make use of other potential and reduce the risks involved in taking an early decision on which career to follow.

In the meantime, however, doubts have been raised in many countries as to the expediency of a policy involving almost unlimited possibilities of transfer:

(a) In some countries enrolment trends are considered to lead to an expansion which exceeds the ability of the State to finance higher education and exceeds desirable enrolment quota. A consistent policy aimed at avoiding "blind alleys" would result in additional pressures on authorities to extend higher education or to introduce a severe and overt selection policy. Thus, it is not surprising that the trend towards easing access to higher education and towards easing transfer from non-university institutions of higher education to universities was reversed in some countries.

(b) It became increasingly obvious that the less prestigious secondary and post-secondary institutions had increasing difficulties in coping with their double role of offering terminal education and of preparing for a transfer. The upgrading of the "less noble" institutions by facilitating transfer resulted in a situation whereby these institutions partly lost their traditional character without gaining in prestige however.

In the Federal Republic of Germany the upgrading of former higher vocational institutions to vocational colleges (Fachhochschulen) was intended to increase the level of qualification of the intermediate ranks of the labour force and especially to reverse the trend towards a greater demand for university education. Developments, however, have not fulfilled this hope. The ratio of students at non-university institutions and universities has not changed significantly. In the process of upgrading, these institutions lost some of their traditional market value of being practically oriented, but at the same time did not acquire much of the prestige of the universities. The number of students at these institutions wishing to transfer to university rose dramatically. Measures have therefore been taken to render it more difficult for students at non-university institutions to transfer to university-type institutions and to limit the opportunities fo transfer for students with scholarships. It remains to be seen, however, whether these measures will have the effect of even reducing the number of applicants wishing to enrol at non-university institutions of higher education.

The Dynamics of the Coexistence of Selective and Open Admissions

In most countries in which, until recently, students who had completed their secondary studies could enrol in any institution of higher education, selective admission procedures have been introduced in some prestigious sectors during the last few years. The coexistence in higher education of some selective admission sectors alongside open admission sectors has become more or less universal. On the one hand, it can be observed that the existence

of a selective admission sector and its admission criteria and procedures have a dramatic impact on the other sectors of higher education and secondary education, and on the ambitions and goals of students. On the other hand, policies aimed at influencing the selective or the open admissions sector seem to assume either that these sectors are more or less two different worlds or that changes in the open sector would also affect the selective admission sector.

It would be interesting to analyze whether goals, criteria and procedures of admission tend to become more comprehensive for the total system or more distinct within different sectors of higher education, and what kind of interrelationship between measures intended for different sectors is assumed to exist in the European countries.

In the Federal Republic of Germany the disadvantages of numerus clausus such as backwash effects, "involuntary" enrolment in other fields, waiting period, etc. will probably be counteracted this year by reducing the number of courses that come under centralized selective admission procedures and by long-term planning of open admissions in most fields. It is hoped that these measures will produce the desired effect.

Principles Guiding Admission Policy, Criteria and Procedures

In some countries which have a long tradition of selective admission the pressure on authorities to justify admission decisions seems to have grown.

In most countries the political answer to such pressure which is due to a democratization of aspirations on the one hand and to the perpetuation of prestige hierarchies in education and their impact on graduates' careers on the other hand seems to be the avoidance of a too transparent policy - to avoid for instance a meritocratic admissions policy for the selective sector alongside a more egalitarian policy for the open admissions sector.

On the contrary, a diffused admissions policy seems to be gaining popularity in many countries: a combination of different criteria and procedures so that it is difficult for students to claim that they have not had a fair chance. Also, such a policy makes it difficult for proponents of different principles (for instance adherents of pure elitist, meritocratic or egalitarian principles) to claim that their goals are not adequately reflected in admissions. Finally, the hierarchy of institutions in higher education appears less rigid if the differences in admission standards are difficult to apprehend. Is it that a tendency against following clear-cut principles is gaining popularity in most countries ?

Obviously in many countries there are reservations about following a strictly meritocratic admissions policy. Firstly, even if meritocratic goals were pursued, it would be difficult to

reconcile the reward of past achievement (in secondary education) and predicted achievement and also to reconcile different types of abilities (occupational experience, cognitive abilities, etc.). Secondly, there are technical difficulties involved (for instance imperfect prediction of future success, difficulties of objective assessment of factors, problems of practicability of complementary assessment procedures,etc.). Thirdly, a meritocratic principle might lose its impact if the relation of demand and supply is mostly defined as "overqualification": if there does not seem to be a shortage of required talents, there is less need to stress the selection of the most qualified people. Fourthly, strictly meritocratic selection causes excessive competition and subsequently excessive career ambitions so that either more overt selectivity has to be enforced or more discrepancies between job expectations and likely occupational careers have to be expected. Fifthly, there might be other - independent - developments in favour of other principles such as equality of opportunity.

Efforts to increase opportunities for underprivileged students in the face of meritocratic principles can be found in all countries, but requirements are not always clearly defined to all sectors.

The practice of establishing different criteria and procedures for different sectors of higher education is widespread; but, again, clear-cut separation of principles for different sectors has been avoided in most cases. Does this show a real diversity in higher education or a reluctance to justify the principles underlying admissions ?

In the Federal Republic of Germany the introduction of the centralized admissions agency for numerus clausus courses in 1972 and the preparatory measures to introduce aptitude tests for admission to these courses have stirred up a heated debate on the principles guiding admissions and the criteria and procedures used. Any attempt to follow any consistent principle - apart from the traditional principle of permitting any qualified secondary school-leaver to enrol in any institution he likes - was hindered by the legal requirement that any qualified secondary school student must have a chance to enrol in any institution of higher education and also by the governmental aim to preserve some sort of meritocratic principles for admission to numerus clausus subjects. The outcome of this debate will probably be a weighted random system taking into account school grades and test results.

Admissions Criteria and Procedures

The change in admissions criteria and procedures and the corresponding political debates are related to the changes in the selection pattern and the specific traditions of selection in each country. For instance, the process of institutionalizing selective admission in a given country may give rise to a growing concern about the objectivity of criteria and procedures; in a country in which admission tests have been used for a long time, the debate might focus on individualizing admissions. Nevertheless,

it might be possible to observe similar shifts of emphasis in many countries. To mention just a few:

- Occupational experience has more often been taken into account in admissions in some countries.
- Some measures are aimed at neutralizing the competition between different groups of applicants (for instance the decision in Sweden to allot places proportionally to applicants from different types of educational background).
- The systematic introduction of random choice into the admissions process
- A growing complexity of admissions by increasing the number of criteria taken into account.

It would be interesting to analyze to what extent the changes in criteria and procedures in each country reflect specific traditions, changes in the selection pattern in education or international changes in approaches towards admissions.

Student Counselling and Guidance

There is a growing demand that guidance should play a more important role for the following reasons:

(a) enrolment of a new clientele needing more guidance in order to adjust to the environment;

(b) growing complexity of courses offered, opportunity of transferring, etc.;

(c) bureaucratization of institutions of higher education which creates a need for more institutionalized guidance;

(d) growing difficulties encountered by graduates to find suitable jobs ought to be tackled by guidance in the admissions process and during higher studies in addition to career guidance given on qualifying.

Various other social changes, not related to access, may also necessitate student guidance.

Obviously, guidance might be shaped by conflicting goals; for example adjusting individual decisions to planned goals (for instance advising students not to follow their ambition to qualify in a certain subject owing to poor career prospects, or attracting students to less popular subjects or institutions).

In addition, it is not clear whether these different goals can best be reached by increasing separate guidance activities or by other means (individualized teaching, etc.).

Finally, these different goals might call for many different guidance activities requiring different qualifications on the part of counsellors (knowledge of psychology, of school curricula,

of the labour market, of courses offered by the college, of the system of higher education, of social services, etc.). On the other hand, the student might only be able to find the personal help needed if guidance is offered in an integrated organizational setting.

In the Federal Republic of Germany, guidance activities have been expanded and intensified. In the Sixties the national employment agencies offered few services for school-leavers and graduates. In the last decade however they have rapidly expanded counselling and placement activities for these groups. At the same time, guidance and counselling services in institutions of higher education were increased to deal with academic and personal problems.

However, many problems remained unsolved:the reform proposals in the Sixties to introduce a guidance and counselling service in secondary schools comparable to that in the U.S. have not been realized. The institutional separation of different guidance activities causes some problems for students. There are very different views on the goals and probable effects of guidance and counselling, for instance the effects on students' ambitions. It has been suggested that educational institutions should play an active part in finding suitable jobs for students. Guidance activities especially for new clientele only have a minor role.

ADMISSION TO HIGHER EDUCATION IN THE NETHERLANDS[+]

by Mr. J. Thooft

The educational system in the Netherlands is basically divided into four levels:

1. pre-primary education (regulated by the Pre-primary Education Act)
2. primary education (regulated by the Primary Education Act)
3. secondary education (regulated by the Secondary Education Act)
4. university education (regulated by the University Education Act).

Higher education belongs in part to the field of secondary education and the rest to university education. Many changes in the structure of university education have been and are being carried through. In his discussion memorandum "Contours of a Future Education System" the present Minister of Education and Science and his two State Secretaries propose to abolish the segregation of university education and higher vocational education; at present the latter comes under the Secondary Education Act.

This paper will consider:

- secondary education without higher vocational education
- higher education, in the new sense mentioned above, university education and higher vocational education, admission to higher education, and the efforts being made in the Netherlands to facilitate access to higher education.

(+) This report is largely based on a contribution by J. Willem Solberg to "Admission to Higher education in Sixteen Countries and Some International Developments": a publication of the International Association for Educational Assessment (Box 2829, Princeton, New Jersey 08540 USA).

SECONDARY EDUCATION

In 1968 the Secondary Education Act, the so-called "Mammouth-Act", which governs the educational system from the primary schools to the universities, was adopted. Secondary education can be divided into three main streams: pre-university education, general secondary education, and vocational education.

Pre-university education is available in two types of schools each of which offer a six-year course: "gymnasium" and "atheneum", mostly combined in one school community. At the end of the course, final examinations are held in seven subjects.

There are two types of general secondary schools: the higher general secondary school (in Dutch, the abbreviation H.A.V.O. is used) with a five-year course, and the intermediate general secondary school (M.A.V.O.) with a four-year course. The final examinations in these schools are taken in six subjects, with the mother-tongue and at least one foreign language (English, French or German) as compulsory subjects.

Vocational education is available in junior vocational schools, senior vocational schools and higher vocational schools. The Secondary Education Act mentions the following vocational schools: technical schools, domestic science schools, agricultural schools, commercial schools, teacher training schools for pre-primary, primary and secondary schools, sociopedagogic schools and art schools.

HIGHER EDUCATION

Higher education, also called tertiary or postsecondary education, as described here includes university education and higher vocational education.

Universities

Institutions of university standard are divided into universities and "hogescholen". The difference is only a formal one: therefore they will be referred to here as universities. There are presently five State universities (Leiden, Groningen, Utrecht, Rotterdam and Maastricht), one municipal university (Amsterdam), one free (Protestant) university (Amsterdam), one Roman Catholic university (Nijmegen), three State Universities of Technology (Delft, Eindhoven, Enschede), one State Agricultural University (Wageningen) and one Roman Catholic University of Economics (Tilburg). The private universities are financed by the State in the same way as the State universities.

Higher Vocational Education

The field of higher vocational education comprises a diversity of schools, sometimes called "academies" or "colleges", without any common administrative authority. They came into existence in

this century and prepare students for senior staff functions. The normal course time is three to four years.

ADMISSION TO HIGHER EDUCATION

The regulations for admission to the universities and those for admission to the higher vocational schools have always differed greatly.

Admission to the Universities

In the past the regulations were very simple: everyone could, in principle, enrol as a student in a university, but a pre-university school-leaving certificate was required for admission to the university examinations. In practice no one enrolled as a student in a university unless they had this school-leaving certificate.

The New Secondary Education Act laid down certain restrictions for access to some courses: every pre-university school-leaving certificate, in principle, entitles the holder to enrol in the university course of his choice. However, there are two restrictions:

- For some fields of study, the subjects taken by students for their final secondary examinations must include one or more specified subjects (otherwise students must satisfy the faculty concerned that they have sufficient knowledge of the subject or subjects required);
- For some fields of study, numerus clausus has been introduced. This applies to medicine, dentistry, and veterinary medicine. Other subjects are added to the list each year.

With increasing frequency, admission to university education is not restricted to the pre-university school-leaving certificates. The higher vocational school-leaving certificate may also be used for admission. Also persons who are 25 years old or over may be admitted to university courses although they do not hold any of the diplomas usually required.

Since the introduction of numerus clausus for several fields of study, it has continuously been debated which procedure should be used for the selection of students for these studies. Two extreme stand-points are taken in this matter: selection on the basis of the results obtained at pre-university school-leaving examinations or random selection. In recent years a system of weighted ballot has been used, by which the number of students admitted each year is determined in accordance with the average mark obtained at school-leaving certificate examinations. This system will be used at least until 1979.

Admission to Higher Vocational Education

The regulations for admission to higher vocational schools used to be less stringent than those for the universities. Every

school was fairly free to choose its own procedures for selecting a limited number from the many candidates who wished to enrol. Now a certificate of a higher secondary general school (H.A.V.O.) or the certificate of a senior vocational school is usually required for admission. The possession of such a certificate, however, does not in itself automatically entitle the holder to gain admission.

Democratization and efforts being made to facilitate access to higher education

External democratization

So called "external democratization" continues to be a major objective of higher education. No longer are the universities intended for a small group of young people from upper and middle social classes. Several measures have been taken to help this process: financial support has been provided for students through scholarships, grants, interest-free loans, reduction of fees and reduction of income-tax. As mentioned in the previous chapter, young people who have not had pre-university education but who have attended a higher vocational school for example are given the opportunity to follow a university course. For those who can only study on a part-time basis, special facilities are provided for a number of studies: evening and saturday lectures for example. A recent study made by the Academic Council shows that more than half of the total number of university courses provide for this category while 13% of all university courses even provide special programmes for this category. The subjects involved are mainly Law, Economics and Sociology.

The consequence of external democratization has been a sharp rise in the number of students applying to university (see Table I). Tables II and III show the breakdown of students according to social background per university and per faculty, for the years 1967/68 and 1970/71. Student numbers have exceeded accomodation and teaching staff capacity. Continually increasing costs and the opinion that less-privileged groups should receive more attention than university students have imposed restrictions on university budgets, lengths of courses and student numbers. There was therefore no alternative but to introduce numerus clausus for certain studies.

However, in order to make higher education accessible to all sections of the population, in particular new categories of students the Dutch government intends to start an Open University in the near future. This will be an institution of higher education using several media (e.g. correspondence courses, radio, television, etc.). Curricula will be adapted to the needs of the students. In March of this year a preparatory committee was set up which will advise the government on the organisational structure, educational composition, admission policy, financing and implementation strategy in this matter. The committee expects to submit the final report in the latter half of 1978.

Internal democratization

In addition to "external" democratization, another important trend has been "internal" democratization. In 1971, an Act was passed to re-structure university administration. At the basic, intermediate and top levels, representatives of all ranks (professors, scientific/technical/administrative staff and students) participate in administrative matters.

Further changes in the structure of university education are likely to take place following the proposal put forward by the present Minister of Education to abolish the current distinction between university education and higher vocational education.

TABLE I : NEW ENTRANTS TO UNIVERSITY BY AGE

	1967/68		1968/69		1969/70		1970/71		1971/72	
	MF	F	MF	F	MF	F	MF	F	MF	F
Total number	13.722	2.685	15.973	2.981	17.018	3.434	18.362	3.975	19.300	4.667
Up to 17 years	17	1	25	1	22	7	21	5	18	6
17 years	1.087	165	1.254	200	1.506	281	1.568	310	1.666	370
18 years	3.480	710	3.984	828	4.329	996	4.563	1.068	5.026	1.345
19 years	3.324	801	3.748	848	3.877	904	4.144	1.023	4.251	1.166
20 years	1.887	463	2.065	463	1.898	454	1.948	481	1.983	517
21 years	1.359	189	1.452	182	1.326	188	1.492	226	1.415	231
22 years	693	59	1.196	105	1.159	131	1.182	180	1.120	202
23 years	416	49	438	48	765	90	773	142	725	151
24 years	267	45	328	40	370	66	564	109	628	124
25 years	172	32	238	39	283	59	360	66	483	92
26 years	124	19	182	36	223	37	246	52	270	62
27 years	125	17	154	27	172	24	241	48	260	54
28 years	90	5	102	18	150	26	192	41	191	45
29 years	77	21	113	16	105	18	129	29	155	43
30 years	66	9	76	13	141	25	135	23	151	31
31 years	72	11	94	12	88	10	112	28	129	26
32 years	57	6	66	9	79	11	94	24	113	25
33 years	51	10	54	10	58	8	92	12	89	20
34 years	40	6	45	7	60	14	65	11	64	14
35 years	40	7	43	11	66	15	50	6	91	23
36 years	30	6	43	3	47	11	51	10	62	18
37 years	36	5	38	4	36	5	46	15	45	6
38 years	32	4	25	4	31	4	35	6	56	14
39 years	25	10	23	5	23	6	26	5	38	11
40 years	19	1	23	6	25	4	31	7	39	6
Over 40 years	136	34	164	46	179	40	202	48	231	65

TABLE II (a): FIRST YEAR STUDENTS WITH REGARD TO SOCIAL BACKGROUND PER UNIVERSITY, 1967/1968

		Leiden	Utrecht	Groningen	Amsterdam GU	Amsterdam VU	Nijmegen	Rotterdam med. fac.	Delft	Eindhoven	Enschede	Wageningen	Rotterdam NEH	Tilburg
Total	13722	1452	2118	1367	2132	1075	1431	144	1310	642	287	493	759	512
Upper Class	5137	730	949	589	789	399	312	64	478	165	100	166	269	127
Middle Class	6578	538	903	646	1024	507	847	58	627	357	145	275	353	298
Lower Class	1782	145	238	126	284	142	256	20	178	110	40	45	118	80
Unknown	225	39	28	6	35	27	16	2	27	10	2	7	19	7
Men	11037	987	1495	1044	1570	847	1185	118	1278	634	284	398	716	481
Upper Class	3758	464	582	419	513	294	225	53	459	162	99	118	252	118
Middle Class	5522	381	701	513	801	402	710	50	616	353	144	235	334	282
Lower Class	1569	111	192	107	228	129	235	13	178	109	40	38	113	76
Unknown	188	31	20	5	28	22	15	2	25	10	1	7	17	5
Women	2685	465	623	323	562	228	246	26	32	8	3	95	43	31
Upper Class	1379	266	367	170	276	105	87	11	19	3	1	48	17	9
Middle Class	1056	157	202	133	223	105	137	8	11	4	1	40	19	16
Lower Class	213	34	46	19	56	13	21	7	-	1	-	7	5	4
Unknown	37	8	8	1	7	5	1	-	2	-	1	-	2	2

Source: Central Bureau of Statistics

TABLE II (b): FIRST YEAR STUDENT WITH REGARD TO SOCIAL BACKGROUND PER FACULTY 1967/1968

	Total	Theology	Languages +literature	Medicine	Dentistry	Veterinary medicine	Mathematics + physics	Technology	Agriculture	Law	Economics	Social sciences	Psychology	Pedagogics	Geography	Other studies
Total	13722	366	1112	1532	287	185	1798	2239	493	1520	1462	1209	791	414	284	30
Upper Class	5137	79	470	711	134	75	601	743	166	745	493	400	268	138	103	11
Middle Class	6578	215	462	640	139	97	910	1129	275	609	741	613	379	226	130	13
Lower Class	1782	69	154	150	12	10	268	328	45	143	199	175	129	45	49	6
Unknown	225	3	26	31	2	3	19	39	7	23	29	21	15	5	2	-
Men	11037	344	539	1199	257	147	1537	2196	398	1206	1423	911	480	165	211	24
Upper Class	3758	69	153	550	117	50	478	720	118	537	480	262	119	29	68	8
Middle Class	5522	203	263	510	126	85	796	1113	235	520	720	486	256	99	100	10
Lower Class	1569	69	104	111	12	9	248	327	38	130	195	148	97	34	41	6
Unknown	188	3	19	28	2	3	15	36	7	19	28	15	8	3	2	-
Women	2685	22	573	333	30	38	261	43	95	314	39	298	311	249	73	6
Upper Class	1379	10	317	161	17	25	123	23	48	208	13	138	149	109	35	3
Middle Class	1056	12	199	130	13	12	114	16	40	89	21	127	123	127	30	3
Lower Class	213	-	30	39	-	1	20	1	7	13	4	27	32	11	8	-
Unknown	37	-	57	3	-	-	4	3	-	4	1	6	7	2	-	-

Source: Central Bureau of Statistics

TABLE III (a): FIRST YEAR STUDENTS WITH REGARD TO SOCIAL BACKGROUND PER UNIVERSITY, 1970/1971

		Leiden	Utrecht	Groningen	Amsterdam GU	Amsterdam VU	Nijmegen	Rotterdam med. fac.	Delft	Eindhoven	Enschede	Wageningen	Rotterdam NEH	Tilburg
Total	18362	1702	2752	2160	2372	1671	2009	155	1776	1042	452	543	1089	639
Upper Class	6550	776	1123	897	897	537	509	78	608	261	158	205	374	127
Middle Class	8889	690	1267	945	1065	894	1085	56	898	578	221	285	522	383
Lower Class	2474	167	302	248	343	204	379	19	239	181	69	40	159	124
Unknown	449	69	60	70	67	36	36	2	31	22	4	13	34	5
Men	14387	1139	1968	1588	1648	1259	1510	106	1706	1012	437	428	1005	581
Upper Class	4705	464	719	589	575	369	347	57	583	251	152	147	340	112
Middle Class	7194	495	948	733	757	698	820	36	862	561	214	232	487	351
Lower Class	2154	137	255	213	272	168	319	11	233	179	67	37	149	114
Unknown	334	43	46	53	44	24	24	2	28	21	4	12	29	4
Women	3975	563	784	572	724	412	499	49	70	30	15	115	84	58
Upper Class	1845	312	404	308	322	168	162	21	25	10	6	58	34	15
Middle Class	1695	195	319	212	308	196	265	20	36	17	7	53	35	32
Lower Class	320	30	47	35	71	36	60	8	6	2	2	3	10	10
Unknown	115	26	14	17	23	12	12	-	3	1	-	1	5	1

Source: Central Bureau of Statistics

TABLE III (b): FIRST YEAR STUDENTS WITH REGARD TO SOCIAL BACKGROUND PER FACULTY 1970/1971

	Total	Theology	Languages +literature	Medicine	Dentistry	Veterinary medicine	Mathematics + physics	Technology	Agriculture	Law	Economics	Social sciences	Psychology	Pedagogics	Geography	Other studies
Total	18362	387	1174	1557	321	172	2237	3270	543	2502	1755	1348	1377	1071	537	111
Upper Class	6550	80	514	719	150	77	765	1026	205	1068	546	377	466	357	157	43
Middle Class	8889	218	508	651	144	80	1083	1697	285	1088	931	704	660	512	278	50
Lower Class	2474	74	119	157	23	12	352	490	40	265	239	220	209	169	92	13
Unknown	449	15	33	30	4	3	37	57	13	81	39	47	42	33	10	5
Men	14387	343	559	1087	295	135	1855	3155	428	2007	1689	968	857	521	412	76
Upper Class	4705	60	186	504	139	56	578	985	147	809	523	245	238	114	93	28
Middle Class	7194	199	274	453	133	65	930	1637	232	898	904	511	433	265	227	33
Lower Class	2154	71	84	109	19	11	317	480	37	236	225	183	165	121	85	11
Unknown	334	13	15	21	4	3	30	53	12	64	37	29	21	21	7	4
Women	3975	44	615	470	26	37	382	115	115	495	66	380	520	550	125	35
Upper Class	1845	20	328	215	11	21	187	41	58	259	23	132	228	243	64	15
Middle Class	1695	19	234	198	11	15	153	60	53	190	27	193	227	247	51	17
Lower Class	320	3	35	48	4	1	35	10	3	29	14	37	44	48	7	2
Unknown	115	2	18	9	-	-	7	4	1	17	2	18	21	12	3	1

Source: Central Bureau of Statistics

ACCESS TO HIGHER EDUCATION IN TURKEY

by Professor Sefik Uysal

Universities and other institutions of higher learning provide manpower with the highest qualifications and on the whole higher education in usually designed to meet manpower demands. To satisfy the needs of individuals at the same time is considered another dimension and has become its goal of higher educational institutions in democratic societies. For this purpose, resources have to be secured to increase the educational and research abilities of certain universities.

Higher education at individual level may be perceived as a means of acquiring security and social status. It can be used as a tool for upward social mobility especially for those who belong to lower socio-economic classes. This point is supported by a study done by UYSAL (1), the findings of which clearly indicate that final year high school students aspire towards higher education in order to attain the opportunities of higher socio-economic classes.

These and other significant reasons which vary from one country to another account for the fact that high school graduates in Turkey (including those from technical and vocational schools) particularly seek to enter university or, failing this, to enrol in any other kind of higher educational institution.

The basic aim of these secondary school leavers is to gain access to higher institutions, regardless of their intellectual capacity, interest and personal qualities. As a result, demand for higher education is extraordinary high but the supply of higher education places is limited in Turkey. One of the main tasks to be achieved is to increase the capacity of higher education.

Before examining some of the general problems of access to higher educational institutions, it might be helpful to draw up a list of the different kinds of higher education establishments that exist in Turkey.

Universities

There are 14 universities, 7 of which are located in three big cities, namely Istanbul, Ankara and Izmir. The remaining 7 are located in different regions. Approximately 22,500

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(1) UYSAL, S. Vocational Choice of Lycée Students. Ankara, 1970.

high school graduates enrolled in these 14 universities for the 1977-1978 academic year.

Academies

The aim of the Academies is to train students for different professions. These are:

Academies of Economics and Business Administration

There are 5 such academies: total enrolment in 1977 was about 7,300.

- State Academies of Architecture and Engineering,

  of which there are 7. 3,873 secondary school leavers enrolled for the 1977-78 academic year.

- State Academies of Fine Arts.

  There are three such academies with a first-year capacity of approximately 1,200 students in each.

Higher Schools

- Higher Teacher Training Schools

  These schools (three) admitted approximately 1,500 students in 1977. All students live in.

- Teacher Training Institutes

  Almost all the provinces in Turkey have one or more of these schools which train students to become secondary school teachers. Some offer two, others offer three years of education. Enrolment for the 1977-78 year totalled nearly 60,000 students.

- Higher Technical Teacher Training Schools

  Both are in Ankara, one for female students and other for male students. In 1977, they admitted approximately 3,000 technical school leavers.

- Higher Business and Tourism Teacher Training School

  This school trains students to provide business and tourism courses at some vocational high schools. Total enrolment in 1977 was 250 students.

- Higher Theological Institutes

  There are 8 such institutes which admitted approximately 2,000 students for the 1977-78 academic year.

- Other Higher Educational Institutions

  Pre-university schools were created four years ago

to provide preparatory courses.

Higher Education Through Mass-Media

This started in 1974 by mailing printed material to registered students. In addition to this, a system, somewhat similar to the open university, has been established which provides teaching through printed materials, television and radio programmes. Approximately 50,000 students were admitted to this type of higher education in 1976 and 1977. The efficiency of the system is still being assessed. This form of education has been entirely organized by the Ministry of Education and the basic objective is to train students to become secondary school teachers.

Access to Higher Education

The enrolment of high school and technical and vocational school leavers in higher education has grown considerably over the past twenty years.

TABLE I

Number of secondary school leavers in successive five year periods

Years	Number of leavers	Capacity of higher education
1957-1958	8,100	12,162
1962-1963	16,915	17,317
1972-1973	54,000	27,489
1976-1977	154,765 +)	40,767 ++)

+) These figures include all types of school leavers.

++) This figure does not include some of the higher schools. The figure should be in the region of 80,000.

In addition to high school leavers it seems that there is a great demand from people who graduated from secondary educational institutions years ago and who have had very little chance of gaining access to higher education for several reasons. The increase in the capacity of higher education has not been sufficient. As can be seen from Table I, almost 50 % of school leavers had no

chance of being admitted to a higher educational institution. The problem may become even more serious in the near future.

Given that the number of places in higher education is limited, some sort of selection system has become inevitable. This system should be objective and should produce valid and reliable results. Several systems have been experimented in Turkey, for example, written and oral examinations, interviews, etc. But as the number of applicants has increased at such a fast pace, other methods of selection had to be examined.

An achievement test was experimented at the Political Science Faculty of Ankara University in 1961. Results were much more satisfactory than those previously achieved with written and oral examinations. This new method was further developed and is now used by all the faculties of Ankara University and by other universities, to such an extent that, a central system of examination was set up in the 1962-1963 academic year. The primary motive of this system was to examine a large group of students in a short time, using electronic data processing facilities to minimize marking errors. Table II shows the considerable increase in the number of students eligible for higher education over the last three years.

TABLE II

Number of students who have passed
the Central System Entrance Examination
and the number of places available in Higher Education

Y E A R S	1975	1976	1977
High school leavers	135,419	154,765	176,523
School-leavers from previous years	90,677	80,211	113,743
Students enrolled in higher education institutes	54,170	73,566	67,245
T O T A L	280,266	308,542	357,511
Number of higher education places available	68,560	40,767*)	36,612*)

*) Some of the higher educational institutions broke away from the central system.

The capacity of higher education has shown very little increase whereas the number of school-leavers wishing to further their studies has grown considerably. According to a projection study [1] the demand could rise to 1,784,342 in 1992. If this projection is accurate Turkey may face quite serious problems arising from this under-capacity of the higher education system unless a course of action is decided upon before it is too late.

One measure that has been taken is the creation of a central system of selection in Turkey called "University Selection and Placement Centre" which selects and places applicants,on the basis of stated preferences, in university departments and other higher educational institutions which have joined the system. Since selection is based on an examination to determine which students are able to benefit from higher education, this system may of course be open to discussion according to the educational philosophy adopted by a country.

Another problem that arises within this system is that students may not be admitted to the first, second or third prefered faculty of higher school. Each applicant is allowed to put down twenty possibilities in preferential order so that it is quite likely that students may be alloted their least desired choice. In certain cases, this could have negative results.

For this central selection system, three kinds of tests are used:

a) General Intelligence Test

b) Achievement Tests

   i) Science Subjects
   ii) Art Subjects

c) Foreign Language

Weighted scores are applied depending on applicants' choice of higher institutes. For instance, if a School of Medicine desires to admit students who have a better science background, science scores for this school would have higher weight than scores for other subjects.

Most related studies indicate that there is a strong correlation between achievement in higher education and secondary level results and level of intelligence. However there are other personal qualities such as interest, personal character and study habits, etc., which must also be taken into consideration if a reliable and valid prediction for future academic performance is desired.

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1) ADEM, M. Cost Problems of Higher Education, Ankara, 1975.

As mentioned earlier, the system in force in Turkey has its merits as well as its shortcomings.

It is obvious that the problem is multi-dimensional and necessitates carefully designed research projects, preferably comparative projects undertaken on an international level.

НЕКОТОРЫЕ ВОПРОСЫ ПРИЕМА В ВЫСШИЕ УЧЕБНЫЕ ЗАВЕДЕНИЯ СССР И ДОРУЗОВСКОЙ ПРОФОРИЕНТАЦИИ АБИТУРИЕНТОВ

И.В.Воробьев

Требования бурного развития народного хозяйства Советского Союза предопределили на значительный период основную задачу советской высшей школы, которая сложилась и развивается как органическая составная часть единой социалистической системы хозяйства. В соответствии с потребностями этой системы высшие учебные заведения СССР осуществляют планомерную массовую подготовку специалистов и научных работников для всех отраслей народного хозяйства. Выпускники высших учебных заведений призваны активно участвовать в научно-техническом прогрессе и более полно использовать его достижения в интересах социального, культурного и национального развития советского общества. Этим определяется особая роль высшей школы в поступательном развитии науки, техники, культуры, в обеспечении единства научно-технического и социально-экономического прогресса в социалистическом государстве. Торжественно отмечая 60 летнюю годовщину Великой Октябрьской социалистической революции, работники советской высшей школы с удовлетворением отмечают успешное выполнение поставленной перед ними задачи. За 60-летний период своего развития высшая школа Советского Союза прошла сложный путь становления и развития. Количество вузов за этот период увеличилось в 8,2 раза, составив в 1976 году 859 университетов, институтов и других учебных заведений различного профиля. В настоящее время ежегодно выпускается более 730 тысяч специалистов с дипломами о высшем образовании.

Вплоть до середины шестидесятых годов бурный рост потребности в специалистах, сопутствующий развитию отраслей народного хозяйства, значительно опережал возможности высших учебных заведений полностью удовлетворить заявленную потребность в специалистах. Высшая школа в это время как бы накапливала силы, чтобы в дальнейшем выйти на рубежи полного удовлетворения потребности.

В течение 1960-1965 годов потребность народного хозяйства страны в специалистах с высшим образованием (в особенности промышленности, строительства, транспорта и связи, науки и научного обслуживания) удовлетворялись всего лишь на 65,2%.

Такое положение с кадрами руководящих работников и специалистов, занятых в народном хозяйстве, так же как и некоторое отставание выпусков специалистов от потребности в них не вызывало особых осложнений в тот период, так как известное количество инженерно-технических и других должностей специалистов с успехом замещались опытными практиками. Однако в последующий период в

связи с ускоренным техническим прогрессом с таким положением мириться уже было нельзя и были приняты меры по расширению выпуска специалистов с учетом наиболее полного удовлетворения потребности в них.

К началу семидесятых годов обеспечение потребности народного хозяйства Страны Советов в кадрах специалистов с высшим образованием, возросло с 65,0% в 1965 году до 80,0% в 1970 году и 92,9% в 1975 году.

Темпы роста выпуска специалистов в текущей пятилетке сохраняются на достаточно высоком уровне и в основном опережают темпы роста потребности в них. В 1977 году степень удовлетворения потребности возросла до 95,9%, в 1978 году она достигнет 96,7%.

Планирование развития высшего и среднего специального образования есть составная и неотъемлемая часть планирования народного хозяйства, осуществляемого центральными и местными государственными плановыми органами.

Главной задачей перспективного планирования подготовки специалистов является подготовка их в масштабах, соответствующих потребностям всего народного хозяйства в целом и каждой его отрасли. При определении потребности в специалистах учитывается рост объемов хозяйственной деятельности, увеличение насыщенности отраслей специалистами и изменение соотношений между специалистами с высшим и средним образованием по мере научно-технического развития, а также рост производительности труда специалистов по мере совершенствования управления народным хозяйством.

Планирование развития высшего и среднего специального образования включает планирование приемов и контингентов обучающихся, обеспечивающих выпуск специалистов в соответствии с дополнительной потребностью в них и планирование развития учебно-материальной базы, подготовки преподавательского состава и денежных расходов. Составной частью перспективного плана развития высшего и среднего специального образования является расчет капитальных вложений на строительство учебно-лабораторных зданий и общежитий для учащихся.

В социалистическом расширенном воспроизводстве кадров специалистов важное место занимает кооперация союзных республик, министерств и ведомств СССР в подготовке специалистов и специализация вузов.

Перспективный план подготовки специалистов является комплексным. В нем учитываются как социально-экономические задачи на длительную перспективу с очередностью их решения, так и местные (территориальные) интересы. Приближение мест подготовки специалистов к районам их будущей работы является важнейшим принципом планирования. Согласование общехозяйственных, отраслевых и территориальных факторов осуществляется в порядке увязки проектов планов с предложениями отраслей, ведомств, органов местного управления и отдельных вузов. Завершающим этапом планирования подготовки специалистов для удовлетворения текущей дополнительной потребности в специалистах.

Для автоматизации огромного объема плановых расчетов по подготовке специалистов разрабатывается подсистема "Высшее и среднее специальное образование" общегосударственной автоматизированной системы управления высшей школой - ОАСУ ВШ.

Основная проблема, которая стоит перед нашей высшей школой - это проблема повышения качества подготовки специалистов. В условиях планового народного хозяйства и плановой подготовки специалистов возникает потребность в сведении к минимуму "потерь" в процессе обучения. При этом речь должна идти как о прямых потерях - отсеве в процессе обучения, так и о косвенных, возникающих как результат слабой подготовки по избранной профессии и в связи с этим нежеланием работать в соответствии с полученным образованием. Одним из первых вопросов повышения качества подготовки является улучшение качества принимаемого контингента. При этом сразу встает вопрос о том, что мы имеем ввиду под качеством.

Мы связываем решение этого вопроса с обеспечением вуза контингентом, имеющим: а) необходимые для обучения по избранной специальности знания; б) способности к учебе и избранной профессиональной деятельности; в) устойчивую положительную мотивацию к учебе и труду. В современной высшей школе основным показателем для приема являются вступительные экзамены, или результаты обучения в средней школе или и то и другое вместе взятое. При этом основное внимание обращается на качество полученных оценок. Сама же готовность к обучению в вузе, степень владения вузовскими методами работы практически не учитывается. Что касается двух других характеристик, то их прогнозирование представляет значительные трудности и потому эти характеристики несмотря на их чрезвычайную важность не принимаются, как правило, в расчет. В то же время они определяют качество будущих специалистов и, что самое главное, они формируются в процессе обучения и труда, и являются результатом профессионального развития личности. Таким образом получается своеобразный замкнутый круг.

Разрешение этой проблемы связано с определением характеристик личности, отражающих её готовность к освоению профессии и труду по ней. Мы их связываем с профессиональным самоопределением и профессиональным становлением. Именно поэтому они поставлены в центр исследований по проблеме организации приема в вузы. Выбор профессионального самоопределения в качестве одного из показателей, которые следует учитывать при приеме в высшие учебные заведения, предполагает раскрытие не только его сущности, как показателя сознательного выбора профессии, но и условий, необходимых для его осуществления. Решить этот вопрос только на основании данных характеризующих выбор профессии не представляется возможным и необходимо изучение всего процесса становления профессионала, формирования его способностей и систем отношений.

Разработка этой теоретической проблемы откроет возможность решения ряда практических задач. В частности, подход к проблеме активного формирования студенческого контингента. В этом направлении в нашей стране многое делается. Один из путей такого целенаправленного формирования и студенческого контингента -

- подготовительные отделения, на которые принимаются производственники по направлениям предприятий и хозяйств. Преимущества при поступлении лицам, имеющим трудовой стаж по родственным специальностям особенно, тоже один из путей обеспечения вуза контингентам со сформированным отношением к профессии. Имеющийся опыт показывает, что несмотря на те трудности, с которыми производственники сталкиваются при обучении, оно оказывается более целенаправленным и специалисты оказываются более подготовленными. Однако этого недостаточно, так как основная масса поступающих - выпускники общеобразовательной школы, неимеющие профессионального опыта. И именно среди них больше всего процент случайно выбравших профессию и учебное заведение.

В нашей стране сложились разнообразные формы работы с потенциальным вузовским контингентом, в частности, со школьниками. Функционирует достаточно широкая сеть школ юных специалистов (юный медик, географ, механик, журналист, педагог и т.д.), работающих на базе научных учреждений, учебных институтов и предприятий. Все больше насчитывается вузов периодически проводящих олимпиады школьников не только по базовым для вуза общеобразовательным предметам, но и по знакомству с сущностью профессиональной деятельности. Имеется определенный опыт работы заочных школ и малых факультетов по некоторым специальностям /например, по педагогике/, работают очные и заочные физико-математические школы, не говоря о подготовительных курсах разной длительности.

Часть из них непосредственно связана с подготовкой к поступлению в данное учебное заведение, другая не имеет своей целью подготовку к поступлению и нацелена на организацию ознакомления с профессиями по профилю вуза. При этом речь идет об ознакомлении не только теоретическом, но и практическом. В процессе работы в таких школах и группах школьники осваивают методы самостоятельной учебной работы, выполняют общественно полезную работу, связанную с избранной специальностью. В этой деятельности школьник получает возможность не только развить свои способности, укрепить свое желание работать в выбранной специальности, но и изучить себя, сформировать представление о своих возможностях, т.е. самоопределиться. В данном случае можно говорить о том, что оценка способностей и отношения к профессии произошла в деятельности, поэтому ее можно считать достаточно надежной. Практика говорит о том, что около половины поступающих в такие школы "отсеивается" в течение первых трех-четырех месяцев работы.

Нам предстоит, исходя из понимания сущности профессионального самоопределения, разработать единую систему работы по целенаправленному формированию студенческого контингента, учитывающую все стороны подготовки к обучению в вузе и знания, и умения самостоятельно работать, и знакомство с сущностью профессиональной деятельности. Это позволит наполнить существующую процедуру приема, носящую, в основном, статистический смысл, педагогическим смыслом, сделать отбор важнейшим дидактическим актом.

Все это во многом по новому ставит вопрос о работе с молодежью; в ее воспитание и подготовку к труду включается

широкая общественность, работники профессиональных школ, предприятий, учреждений и хозяйств. Несомненно это очень большая работа, но забота о судьбах подрастающего поколения это забота не только семьи и школы, но и всего народа. Именно поэтому так широко в работе по профориентации участвуют производство и профессиональная школа.

SOME QUESTIONS OF ADMISSION TO HIGHER EDUCATION INSTITUTIONS IN THE USSR

by Mr. Igor V. Vorobyov

The requirements of the rapid development of the Soviet Union's national economy have predetermined for a considerable period of time to come the basic task of the Soviet higher school which was established and has been developing as an integral part of a unitary socialist economic system. In accordance with the demands of this system, USSR higher education institutions are carrying out mass training of specialists and scientists for all branches of the national economy. Graduates of higher education institutions are called upon to participate actively in technical and scientific progress and to make full use of its achievements in the interest of the social, cultural and national development of Soviet society. This determines the special rôle of the higher school in the progressive development of science, technology and culture and in ensuring the unity of scientific - technical and socio-economic progress in the socialist state. In 60 years of development, the Soviet Union's higher school has gone through a complex process of evolution and growth. The number of higher education institutions during this period increased 8.2 times reaching, by 1976, a total of 859 universities, institutes and other educational establishments of various types. At the present time there is an annual output of over 730,000 specialists holding higher education diplomas.

Up to the middle of the 1960's the rapid increase in the demand for specialists, that accompanied the development of all branches of the national economy, significantly exceeded the capacities of higher education institutions to satisfy the requirements for specialists. At that time the higher school was, in a way, being strengthened in order to be able to fulfil this demand in the future.

During the years 1960-1965 only 65.2 percent of the demand from the national economy for specialists with higher education (especially in industry, construction, transport and communication, science and scientific services) was satisfied.

Such a state of affairs concerning management personnel and specialists employed in the national economy, as well as some lagging behind in the supply of specialists as compared with the demand for them, did not create particular complications at that time because a certain number of posts for which engineers, technicians and other specialists were required could be filled by people with practical experience.But in the following period,

accelerated technical progress meant that it was no longer possible to accept this situation and steps were taken to increase the supply of specialists with a view to giving greater satisfaction to the demand for them.

The number of requirements of the Soviet national economy that could be fulfilled for specialists with higher education rose from 65.0 % in 1965 to 80.0 % in 1970 and to 92.9 % in 1975.

The rate of growth in the output of specialists in the current five-year plan is being maintained at a sufficiently high level and generally exceeds the rate of growth in the demand for them. In 1977 the volume of requirements met increased to 95.9 % and in 1978 it will reach 96.7 %.

Planning the development of higher and secondary specialized education constitutes an integral part of planning for the national economy, carried out by the central and local state planning organizations.

The main task of long term planning for specialist training is to provide training commensurate with the needs of the entire national economy as a whole and of each of its branches. In determining the requirements for specialists, account is taken of the growth in the volume of economic activity, increased saturation of branches by specialists, changes in the ratio of those specialists having received higher education to those with secondary education commensurate with scientific and technical progress, as well as of the growth in work productivity of specialists commensurate with improvement in management of the national economy.

Planning the development of higher and secondary specialized education includes the planning of enrolment and contingents of students to ensure that the output of specialists corresponds with supplementary demand for them, and planning the development of the instructional-material basis, of teacher training and of expenditure. A component part of the long term plan for the development of higher and secondary specialized education is the provision of capital investments for the construction of educational and laboratory facilities and hostels for students.

USSR ministries and departments co-operate in training specialists and in the specialization of higher education institutions.

The long-term plan for the training of specialists is a complex one. It takes account both of the long term socio-economic tasks, with their ordre of priority, and of local (territorial) interests. Bringing the specialists' training place nearer the areas of their future work is the most important planning principle. Harmony in overall economic, sectorial and territorial factors is achieved by co-ordinating draft plans and proposals from branches, departments organs of local government and individual higher education institutions. The final stage is the planning

of specialist training to meet the current supplementary requirements for specialists.

To automate the huge volume of planning calculations concerning specialist training, a subsystem is being worked out - "Higher and Secondary Specialized Education" - within the National Automatic System of Higher School Management - NASHSM.

The basic problem confronting our higher school is how to improve the quality of specialist training. Both in planning the national economy and planning training for specialists information is required on minimum "losses" in the educational process. In this respect consideration should be given both to direct losses - drop-outs in the course of education - and to indirect losses resulting from poor training in the chosen profession and hence unwillingness to work in accordance with the education received. One of the first questions concerned with upgrading the quality of training is the improved quality of the students being enrolled. In this connection the question is raised of what we mean by quality.

This problem is solved by ensuring that higher education institutions are receiving students having: a) the necessary knowledge for training in the chosen speciality; b) aptitude for study and for the chosen professional activity c) positive motivation to study and work. In the contemporary higher school, the main criteria for admission are entrance examinations or secondary school performance or both of them taken together. At the same time the greatest attention is paid to the quality of marks received. Actual willingness to study in the higher education institution and the degree of mastery of higher education work methods are not really taken into account. As regards the latter their forecasting involves considerable difficulties and therefore despite their utmost importance they are not, as a rule, taken into account. At the same time, they determine the quality of future specialists and, what is most important, they are being formed in the process of education and work and result from professional development of the personality.

The solution of this problem is connected with the determination of personality characteristics reflecting willingness to master the profession and work in it. We link these to professional selfdetermination and to professional development. This is why they are considered to be of primary importance in research on admission procedures for higher education institutions. The choice of professional selfdetermination as one of the indicators which should be taken into account for admission to higher education institutions implies not only the conscious choice of profession but also the presence of conditions necessary for its accomplishment. It does not seem possible to solve this problem only on the basis of data characterizing the choice of profession and therefore it is necessary to study the entire process of the professional's development, the formation of his aptitudes and the system of relations.

Study of this theoretical question provides the possibility for solving whole range of practical tasks, in particular, the approach to the problem of active character building of students. In this direction, much is being done in our country. One of the ways to achieve character building of students is by means of preparatory departments which admit people in productive work sent by enterprises and economic units. Priority being given to admission of persons having work experience especially in related specialities is one way of providing higher education institutions with students having established attitudes towards the profession. Existing experience proves that in spite of the difficulties with which people from productive work are confronted during the period of learning, education for them is more consistent and the specialists are better prepared. But this alone is not enough, as the major part of those enrolled come from general education schools and have no professional experience. It is among them that we find the greatest percentage of those who have made a random choice of their profession and education institution.

In our country various methods have been established to prepare prospective candidates for higher education institutions, particularly secondary school pupils. There is a sufficiently wide network of schools for young specialists (doctors, geographers, engineers, journalists, teachers and so on) working with the support of scientific establishments, education institutions and enterprises. An increasing number of higher education institutions regularly organize Olympiads for pupils not only in the basic general educational subjects for the respective institution but also in knowledge of the fundamentals of professional activity. A certain number of schools by correspondence and small faculties in certain specialities (for instance in pedagogy) have been created; in addition, one should mention the existence of full-time and correspondence schools in physics and mathematics as well as preparatory courses of varying length.

A number of them are directly involved with preparation for admission to a particular higher education institution, while the remainder do not aim at preparing for admission and are oriented towards providing information on the professions related to the type of higher education institution. Attention is paid not only to theoretical but also to practical knowledge. In the process of work within such schools and groups, the pupils assimilate methods of independent educational work and carry out socially useful work related to the chosen speciality. In the course of this activity the pupil has the opportunity not only of developing his aptitudes, and strengthening his desire to work in the chosen speciality but also of studying himself, getting an idea of his own possibilities, that is being able to decide for himself. In the given case, one can say that the assessment of capacities and of attitude to the profession was made during practical activity and therefore it can be considered sufficiently reliable. Practice has proved that about half of those entering such schools are "selecting" themselves in the course of the first three to four months of work.

Based on the understanding of the substance of professional selfdetermination we are to draw up a single system of a steadfast character building of students which takes account of all aspects of preparation for learning in a higher education institution, knowledge and capacity for independent work and familiarity with the substance of professional activity. This will make it possible to introduce a pedagogical dimension into the present existing admission procedures which have been sofar mainly of a statistical nature.

In many respects all this raises anew the question of working with youth; the public at large and workers from vocational schools, enterprises, institutions and economic units are becoming involved in youth education and preparation for work. Undoubtedly this is a large undertaking but care for the future of the young generation concerns not only the family and the school; it concerns the whole people. It is this that accounts for the wide involvement of production units and vocational schools in the professional guidance of young people.

PART III : BIBLIOGRAPHY

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